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ABSTRACT

This directory identifies 83 national and regional organizations with major programs focused specifically on young adolescents and/or schools serving the middle school grades. The programs listed have been designed to encourage and support schools to better serve these youths. The directory entry lists each program's name, address, phone number, Fax number, and contact person and title (if available); and presents a brief program description. The directory also provides an index that lists various subjects and indicates the pages on which programs addressing each subject can be found within the directory. (GLR)

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Who's Behind Middle School Reform?

A Directory of National Organizations

ED 362 579

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Office of Educational Research and Improvement
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Program for Disadvantaged Youth
Edna McConnell Clark Foundation
July 1993

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Cover sketch courtesy of the San Diego City Schools

Note to the Reader

I am pleased to share with you this new directory, *Who's Behind Middle School Reform?: A Directory of National Organizations*, by Akiyu Hatano and Kevin Kirkwood of our staff. As far as we know, this is the first attempt to identify national and regional organizations with major programs focused specifically on young adolescents and/or schools serving the middle grades.

During the past five years, increasing numbers of organization s have recognized the need for public schools to better meet the needs of students in grades six, seven, and eight. These organizations have launched programs and projects of various scope to encourage and support schools to better serve these youth. One result is that there are now not only more actors on the stage of middle level education, but more services as well. Yet, many of these organization s do not know about or communicate with each other, and educators and citizens do not know of the services they provide. It is our hope this directory will inform readers of the array of resources available for middle school reform, facilitate educators' use of these resources, and bridge the gap among the organizations listed.

Like most directories, this one has its limitations. It includes the national and regional organizations we know about, but we probably have overlooked some. For example, we know that many discipline-specific professional organizations are currently developing content standards, some of which relate to the middle grades. We apologize in advance for such omissions, and encourage such organizations to bring their initiatives to our attention. In addition, parts of the directory may already be dated. While we have made every effort to provide current information, organizations are constantly initiating and phasing out programs and projects, and this may be true of some groups in the directory.

This directory, then, is only a beginning. It is in the public domain, and we encourage others to take this concept and improve upon it. Also, it is beyond our capacity to disseminate the directory to the wide audience that might find it useful. *We urge you and others to make copies and share it with others, particularly educators and citizens working to reform middle schools.*

Finally, I want to publicly acknowledge my thanks for the "volunteer" efforts of Akiyu and Kevin whose talents and tenacity made the directory possible. As always, we would be pleased to receive your comments, criticism, or inspirations.

M. Hayes Mizell
Director
Program for Disadvantaged Youth

July 1993

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ACADEMY FOR EDUCATIONAL DEVELOPMENT
100 Fifth Avenue
New York, NY 10011
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Fax (212) 627-0407

Contact: Patrick Montesano, Senior Program Officer

The Academy is a non-profit educational planning and development organization founded in 1961. With offices in Washington, DC and New York City, AED operates domestic and international programs. Its overseas work in 65 countries addresses education, agriculture, population, vocational training, and other issues.

The Academy co-directs with the Southern Regional Council (see p.75) a network of five school districts — **Buffalo NY, New Orleans LA, San Antonio TX, Tucson AZ, Wichita KS** — called the Urban Middle Grades Partnership. The Partnership's goal is to stimulate "bottom-up" middle grades reform in such a way that districts can learn from the experiences of building-level staff, and expand reforms to other middle grades schools. As the major participants in the Partnership, teachers at two middle schools in each district are piloting instructional reforms, and preparing for whole school change. Staff from the Academy and Council provide on-going technical assistance, organize annual gatherings for teams from the sites, and award staff development stipends to participating schools. With support from the Edna McConnell Clark Foundation (see p.23), the Partnership started in September 1991, and the sites were selected in January 1992.

The Academy is also involved in a project to boost math and science performance among urban middle school minority youth and girls (sites: **Atlanta GA, Cleveland OH, Detroit MI**). With the Lilly Endowment (see p.44), it identified and awarded recognition grants to 30 exemplary middle schools in **Indiana**. The Academy also provided technical assistance to the Corridor Initiative in **New York City**, aimed at restructuring elementary and middle schools through school-based management, instructional improvement, parent participation, and community partnerships.

The Academy's department of School and Community Services (SCS) is responsible for these initiatives in elementary and secondary education, and others that focus on excellence and equity in education, and linkages between schools and community agencies. SCS provides technical assistance to schools and community organizations, documents and evaluates in-school and out-of-school programs, and disseminates information through publications and reports. Many of its more than 20 current projects have an impact on young adolescents and middle schools.

ACCELERATED SCHOOLS PROJECT
Center for Educational Research at Stanford
School of Education, Stanford University
Stanford, CA 94305-3084
(415) 725-1676
Fax (415) 723-7578

Contact: Wendy Hopfenberg, Associate Director

The Accelerated Schools Project (ASP) is a philosophy and process of whole-school reform to improve the academic performance of low-achieving students. Founded and directed by Henry Levin, ASP is built on the belief that disadvantaged students can best reach high levels of achievement through accelerated learning rather than remediation. ASP also trains schools to build on their internal strengths to achieve reform. During 1992-93, approximately 300 schools (mostly elementary) in 25 states were involved in ASP.

Originally implemented in elementary schools, ASP, with a 1989 grant from the Edna McConnell Clark Foundation (see p.23), expanded its model to middle schools. A monograph, *Toward Accelerated Middle Schools*, laid the foundation for ASP's middle school program. In June 1990, Burnett Academy in **San José CA** became the first pilot middle school, and Rancho Milpitas Junior High in **Milpitas CA** and Madison Middle School in **Seattle WA** followed a year later. Even while weathering severe budget reductions, Burnett has increased standardized test scores, untracked its math classes (all eighth graders take algebra), and improved parent involvement.

Every accelerated school, elementary or middle, has a coach or team of coaches who assist and participate in the change process. These coaches also provide the initial training for the school. For schools near Stanford University, the coaches are ASP staff. In other parts of the country, ASP satellite centers, housed in universities or other institutions, coach the schools. In 1992, ASP launched five middle school satellite centers in **Massachusetts** (state department of education), **Wisconsin** (University of Wisconsin at Milwaukee, **Louisiana** (University of New Orleans), **Texas** (Texas A&M University), and **Colorado** (central office of Aurora Public Schools). Each center began to develop a pilot middle school in 1992-93, and some will take up a second pilot school in the fall of 1993.

Accelerated schools begin with training teachers, clerical staff, students, parents, and administrators who subsequently gather and analyze data on the current state of the school, and forge a vision of the school. The school then selects three to five priority issues that would move it closer to achieving the vision. A task force or cadre investigates each of these issues. A school-wide steering committee oversees the cadres. The cadres use the inquiry process to identify and define educational challenges, and seek out practical solutions. As schools engage in inquiry, they become more skilled at systematically and thoroughly analyzing problem areas rather than guessing at their causes or solutions.

ASP publishes a quarterly newsletter called *Accelerated Schools* for all participating schools and satellite centers.

THE ALGEBRA PROJECT INC.
99 Bishop Richard Allen Drive
Cambridge, MA 02139
(617) 491-0200
Fax (617) 491-0499

Contact: Bill Crombie, Trainer/Curriculum Developer

The Algebra Project was founded by Robert Moses, the veteran civil rights activist, to address the crisis in math education among minority and poor students. He and his colleagues noted that these students were not successfully making the transition from arithmetic to algebra. They observed that algebra often determines access to college preparatory math courses in high school, and influences subsequent entrance into competitive colleges and universities. The Project prepares middle school students for the college preparatory math sequence in high school. To accomplish this goal, the Project reexamined the way algebra is taught, and designed its Transition Curriculum which tries to ensure a safe "bridge" from general math to algebra.

Central to the Transition Curriculum is the process through which teachers use ordinary experiences to move students into abstract mathematical concepts. The curriculum helps students develop intellectually from only understanding physical experiences to comprehending, manipulating, and creating symbolic representations of them. The Project modeled the five-step Transition Curriculum after the following sequential process: (1) participating in an actual event; (2) drawing pictures of or modeling the event; (3) discussing and writing descriptions of the event in informal, intuitive language; (4) regimenting or formalizing the language used to describe the event; and, (5) developing symbolic representations of the event. The Transition Curriculum opens with students riding the subway or on a bus system as the basis for understanding of the number line, displacements, and the use of integers.

The Transition Curriculum is geared for the sixth grade, and when students reach the seventh and eighth grades, they take a regular algebra class. In 1992-93, the Project operated in 48 middle and junior high schools in 11 cities or metropolitan areas (**Boston MA, Cambridge MA, Chicago IL, Delta region in Mississippi and Arkansas, Indianapolis IN, Los Angeles/Long Beach CA, Louisville KY, Milwaukee WI, New Orleans LA, Oakland/San Francisco CA, Williamsburg VA**) involving 198 teachers. All participating teachers receive intensive summer training.

With three-year grants from the MacArthur Foundation and the Lilly Endowment (see p.44), the Project has retained the Program Evaluation Research Group at Lesley College in Cambridge MA to evaluate the effect on student learning, the teaching of mathematics, and community organizing. This group conducted a preliminary study of the Algebra Project in Boston in 1991-92, and reported progress by participating students in grades six through eight.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
1801 North Moore Street
Arlington, VA 22209
(703) 528-0700
Fax (703) 841-1543

Contact: Sharon Adams-Taylor, Director, Options for Pre-Teens

In September 1991, the Association started Options for Pre-Teens (OPT), a school-based support program aimed at grades four to six. OPT is currently operating in one elementary school each in **Norfolk VA, Oakland CA, and Pontiac MI**. The program develops students' motivation and skills to abstain from early sexual activity and other risky behaviors. There are several components to OPT, including a life planning curriculum created by the Center for Population Options, classes using the Higher Order Thinking Skills program (see p.41), community service, and family participation (informed by the work of Joyce Epstein at the Johns Hopkins University). OPT funds a student and family advocate position in each participating school. The Association reports that the estimated cost for OPT at the project school in Norfolk is $900,000, provided through foundation and federal grants.

OPT will continue to collect data (absenteeism, grades, reproductive knowledge, etc.) on participating students throughout the three-year project, and will track some students (years to complete high school, pregnancy or fathering child, drug use, etc.) until high school graduation. At each site, OPT is also looking at student data from a non-participating school. To complement the OPT student activities, the project schools are using the Middle Grades Assessment Program to raise teacher expectations and improve school climate.

The Association is a professional organization of 19,000 members including superintendents, school board members, principals, and other education leaders. The Association holds an annual convention, publishes *The School Administrator* (monthly magazine) and *Leadership News* (biweekly newsletter), and provides several professional development programs. Every year, the Association and the National Academy for School Executives jointly sponsor over 100 professional development institutes and seminars for administrators. Superintendents can attend either of the two-week academies, one geared for those who are new and the other for the experienced. The Total Quality Network (see p.78), another Association service, currently has over 600 members. The Network promotes the principles of total quality management developed by William Deming, and offers members a newsletter, resource packet, and opportunities to attend special programs. Except for OPT, all of the Association's services address K-12 education with no special emphasis on middle schools (few of the professional development institutes/seminars focus on middle school issues).

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT
1250 North Pitt Street
Alexandria, VA 22314-1403
(703) 549-9110
Fax (703) 549-3891

Contact: Jayne Osgood, Program Manager

Founded in 1943, the Association promotes positive changes in curriculum design and instruction in K-12 education through seminars and conferences, the use of media and technology, publications, and training programs. Its 145,000 members include superintendents, principals, teachers, professors, central office staff, and supervisors. The Association has 62 affiliates (54 domestic, 8 overseas) which emphasize regional educational issues, and sponsor their own conferences and publications. In 1984, the Association began creating networks to link educators studying specific topics such as arts in education, African-American issues, cooperative learning, and total quality management (see p.78). There is a Middle Schools Network housed at the Northeast Florida Educational Consortium, and an ASCD staff person is a member of the National Staff Development Council's (see p.63) task force to develop standards for middle school development. Otherwise, the Association's focus on middle schools is minimal.

The Association holds an annual conference that attracts over 8,000 educators. Its publications include *ASCD Update* and *Curriculum Update* (official newsletter and supplement, respectively), *Educational Leadership*, and *Journal of Curriculum and Supervision*. The 30+-page catalog of products of the Association lists books (including *The Middle School—and Beyond* by Paul George and colleagues), audio and videotapes, and computer software packages.

In addition, the Association is involved in several special projects. With the Center for History in the Schools at the University of California at Los Angeles, the Association is helping to develop national standards for history. The Association has also convened a panel of researchers who are producing recommendations for how disadvantaged children can be best served by schools. Other projects address alternative assessment, teaching values in school, and the development of a national curriculum.

ASSOCIATION OF JUNIOR LEAGUES INTERNATIONAL INC.
660 First Avenue
New York, NY 10016-3241
(212) 683-1515 or (800) 95-LEAGUE
Fax (212) 481-7196

Contact: Mary Wachtel, Director of Program Development

The Association is a women's voluntary and fund-raising organization committed to improving communities. Its membership consists of 280 local Junior League chapters with a total of 188,000 women volunteers. Both of AJLI's current national initiatives target early adolescents. One is called the Partnership for Progress in which six Leagues are forging partnerships with local urban school districts and other community organizations in order to emphasize the need for middle school reform. AJLI trains the Leagues to engage the school system, introduces exemplary middle school programs, and provides on-going assistance. AJLI makes small operating grants to participating Leagues.

Each of three Leagues (**Baton Rouge LA, Cleveland OH, Long Beach CA**) is helping to develop literacy-enhancing programs at one middle school, drawing on existing writing/reading programs that are exemplary. The high content literacy programs will serve as examples of the types of instructional and curricular changes endorsed by the Leagues. The other participating Leagues (**Columbia SC, DeKalb County GA, Wichita KS**) are beginning to establish relationships with their school districts, and increasing their knowledge about how to bring about middle school reform.

AJLI's other national project, the Teen Outreach Program (TOP), was started by the **St. Louis MO** Public Schools in 1978 as a way to decrease adolescent pregnancy and increase high school graduation rates among disadvantaged youth. TOP has two program components: 1) Life Options curriculum, which emphasizes positive decision-making skills, conflict resolution, and personal development, and 2) community service. In 1992-93, there were 95 classroom sites and 33 Junior League chapters or other community organizations involved in TOP. The Leagues and outside organizations secure funding for the program, arrange for and monitor community service experiences, and collaborate with the school system.

In a random assignment study comparing 472 TOP students with 496 non-participating control students between 1984 and 1991, AJLI found that TOP participants had a 75 percent lower rate of dropping out of school, 43 percent lower rate of pregnancy (among females), and 37 percent lower suspension rate.

ASSOCIATION OF SCIENCE-TECHNOLOGY CENTERS
1025 Vermont Avenue, NW — Suite 500
Washington, DC 20005
(202) 783-7200
Fax (202) 783-7207

Contact: DeAnna Banks Beane, Director of YouthALIVE!

The Association of Science-Technology Centers (ASTC) is a non-profit organization of over 400 museums and related institutions dedicated to increasing public understanding and appreciation of science and technology. Its main activities include publishing a bi-monthly newsletter, organizing an annual conference on science education, and circulating hands-on science exhibits throughout the country. In 1991 ASTC received a four-year grant from the DeWitt Wallace-Reader's Digest Fund (see p.79) for YouthALIVE!, an effort to seed and support quality programs for 10- to 17-year olds, particularly those who are disadvantaged, at science centers and youth museums. YouthALIVE! is making sub-grants to selected museums and science/technology centers in three categories: leadership, technical assistance, and expansion.

The project has awarded leadership grants to nine museums with proven programs (**Aurora IL, Austin TX, Boston MA, Charlotte NC, Indianapolis IN, Miami FL, New York NY, San Francisco CA**) to expand them and provide consultation to other science and youth museums. YouthALIVE! provided technical assistance grants to eight other museums to help them plan new youth programs based on current research on the needs and abilities of adolescents, and input from community groups, schools, and young people themselves. These institutions will also learn from the successes of other YouthALIVE! participants, and model programs outside the project.

To strengthen existing programs for youth, or to implement new ones, YouthALIVE! awards expansion grants; museums must match $1 for every $2 from YouthALIVE!. ASTC will find mentoring institutions for expansion grantees.

BELLSOUTH FOUNDATION
1155 Peachtree Street, NE
Atlanta, GA 30367-6000
(404) 249-2396
Fax (404) 249-5696

Contact: Leslie Graitcer, Associate Director

Created in 1986 by the BellSouth Corporation, the Foundation's goal is to stimulate lasting improvements in education in the South, including the states of Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee. Currently it has three general grant-making areas: supporting educators to meet changing student needs; linking educational policy with changing regional needs; and encouraging educational advances through information technology.

In 1992, the Foundation made several grants that address the education of young adolescents. MDC's (see p.46) Alliance for Achievement program receives support from the Foundation to create linkages among middle schools, high schools, and community colleges in six communities (**Birmingham AL, Gainesville FL, John's Island SC, Louisville KY, Stone County MS, and Wilmington NC**). The Foundation assisted the Center for Early Adolescence (see p.12) at the University of North Carolina at Chapel Hill to convene health, education, parent, and community groups in **North Carolina**, and develop proposals for state funding to create local adolescent health programs.

With a three-year Foundation grant, the **Jackson MS** Public Schools is participating in the Leadership for School Reform initiative organized by the Community Training and Assistance Center in Boston MA. Middle school principals and teachers in Jackson are among the participants in this restructuring effort. In 1993, the Foundation approved a three-year grant to the **Chattanooga TN** Public Schools to revamp its guidance and counseling program in middle schools, and to plan to create family resource centers that meet the out-of-school needs of middle school students. The Foundation is also supporting the Algebra Project (see p.3) to work with eight school districts in the **Mississippi Delta**.

In 1992, the Foundation made 36 grants totaling $3.4 million. The Foundation operates with a $35 million endowment.

CARNEGIE CORPORATION OF NEW YORK
437 Madison Avenue
New York, NY 10022
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Contact: Anthony Jackson, Program Officer

After studying middle grades education for two years, a task force of the Carnegie Council on Adolescent Development issued *Turning Points: Preparing American Youth for the 21st Century* in June 1989. In it, the task force acknowledged that "a volatile mismatch exists between the organization and curriculum of middle grades schools and the intellectual and emotional needs of young adolescents." The report made eight recommendations that call for new and distinct school structures, instructional practices, and relationships among school, family, and community. State leaders were called on to lead systemic changes in education, particularly for the middle grades.

To help states fulfill their leadership role in carrying out the eight *Turning Points* recommendations, the Corporation conceived and launched a three-year state program, the Middle Grade School State Policy Initiative. In early 1990, the Corporation invited the heads of all states, the District of Columbia, Puerto Rico, and U.S. Virgin Islands to submit proposals that would bring about "far-reaching changes in school organization and management, curriculum, classroom practices, student grouping, and teacher education and certification." Corporation staff and outside reviewers selected 27 states (out of 45 applications), and each received $60,000. Each state was required to match the grant, and use a total of $120,000 to support projects for 15 months. The Corporation engaged the Council of Chief State School Officers (see p.?) to provide technical assistance and oversight to the project. At the end of the 15 months, the Corporation asked the states to submit continuation proposals. In October 1991, 15 states received a second grant ($50,000 to $180,000), and all 27 states continued to participate in national meetings of the Initiative.

In 1993, Carnegie invited all participating states to submit proposals for the next phase of the Initiative, which will have two components: integrating health and education for young adolescents, and strategies for reforming middle grades curriculum, instruction, and assessment. In June 1993, Carnegie awarded two-year grants of up to $360,000 each to 15 states (**Arkansas, California, Colorado, Connecticut, Illinois, Maryland, Massachusetts, New Mexico, New York, North Dakota, Rhode Island, South Carolina, Texas, and Vermont**).

With assets of $1.06 billion, Carnegie has three program areas other than education: strengthening human resources in developing countries; cooperative security (post-Cold War restructuring); and special projects. Carnegie will award a total of $52 million in grants in 1993.

ANNIE E. CASEY FOUNDATION
One Lafayette Place
Greenwich, CT 06830
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Fax (203) 661-5127

Contact: Ira Cutler, Associate Director

Established in 1948, the Foundation is the nation's largest philanthropy dedicated exclusively to helping disadvantaged children. Its assets are more than $600 million. In 1988, the Foundation launched New Futures, a comprehensive, community-based initiative to prepare disadvantaged youth for successful lives as adults. New Futures recognizes that the current human service and education systems are not adequately meeting the needs of disadvantaged youth, and that these institutions need to be revamped at the community level. The initiative is underway in five cities: **Bridgeport CT, Dayton OH, Little Rock AR, Pittsburgh PA, and Savannah GA**. The Foundation has awarded $5.7 million to $12.9 million to each site over the first five years.

There are four components to the New Futures initiative at each site: (a) "oversight collaborative" — made up of public and private sector leaders from the community who advocate changes in the policies and practices of youth-serving institutions; (b) information base — the school district in each city improves its collection and analysis of student data and its management of information; (c) case management — needed services are integrated on a case-by-case basis; and (d) institutional reforms — the collaboratives engage their school systems, social service and health agencies, and job training facilities to make changes in their operations and policies to better meet youth needs. In the first years of the project, the information base, case management, and institutional changes were aimed primarily at the middle grades. The focus now includes all grade levels, with special attention on early intervention and periods of transition.

The New Futures data since 1989-90 have revealed several trends. The transition year from middle to high school, regardless of student age, is where negative outcomes (low test scores, high grade retention, etc.) cluster. Disparities between white and minority students are quite dramatic for most variables except attendance and dropout rate. According to the 1992 Annual Report of the Foundation, "the greatest rates of progress were measured for middle school students." The Center for the Study of Social Policy is coordinating the evaluation of New Futures, and Metis Associates is providing technical assistance to the sites to develop their data systems.

The Foundation expects to award grants to all five sites at least through 1993-94, which will be the sixth year of the project.

CENTER FOR CORPORATE AND EDUCATION INITIATIVES
The Health Institute
New England Medical Center
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Contact: Ruth Moore, Project Manager

The Center operates Futures 2000, a national middle school initiative to create systemic change so that students can achieve at high levels, making more possible a productive future as adults. Toward this goal, the Futures strategy is to improve the transition between middle school and high school, and prepare students for post-secondary education and careers. The DeWitt Wallace-Reader's Digest Fund (see p.79) supports this three-year effort. Three sites were selected in 1992: Portland Public Schools in **Portland ME**, Cibola County Schools in **Grants NM**, and Geary County Schools in **Junction City KS**. Currently, 150 teachers and 1,400 students are participating in the project across the three sites, and by the end of the three years, 450 teachers and 4,000 students will have been involved.

Between 1992 and 1995, each site will receive $60,000 in start-up funds, annual classroom innovation grants, and over $100,000 in teacher training, project support, and evaluation services. The Center has trained the three local coordinators who oversee the initiatives. During 1992-93, the three districts are targeting the Futures activities to all seventh grade students and teachers. Although all three districts are trying to achieve the goals of the national initiative, each district has begun to customize the Futures school improvement strategy to meet local or community needs. For example, seventh grade teachers in Portland are receiving intensive staff development, and, making better connections with community leaders and organizations. Junction City is looking at the curriculum transitions between elementary and middle schools, and middle and high schools. Seventh grade teachers in Grants are working on developing student skills within the core curriculum which are relevant to future education and jobs. Futures also emphasizes the family's involvement in recognizing future career and educational options for children.

In 1993-94, grades seven and eight will be the focus of the Future projects at all sites. During the final year 1994-95, the project will pick up grade six.

CENTER FOR EARLY ADOLESCENCE
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Contact: Holly Hatch, Director, Urban Youth Initiative

The Urban Youth Initiative at the Center for Early Adolescence (part of the School of Medicine at the University of North Carolina at Chapel Hill) is committed to helping urban school districts make a fundamental difference in the education of young adolescents in the middle grades. Funded by the Edna McConnell Clark Foundation (see p.23), the Initiative staff provide technical assistance to the Foundation-supported middle school reform projects in **Baltimore MD, Louisville KY, Milwaukee WI, Oakland CA, and San Diego CA**. The Initiative employs four local consultants who work with four of the five school districts and their respective project schools. In the case of Louisville, which does not have a local consultant, staff from the Initiative provide phone consultation and visit occasionally. The consultants collaborate with the districts and schools to build their capacity to plan and implement change that contributes to increasing student performance. The Initiative and local consultants have provided extensive support to sites on such topics as assessment, school management, and curriculum development. The Initiative is expected to continue providing assistance until the end of the Clark-funded project in 1995.

The Initiative also supplies the sites with research data, curricula, and program models from the Center's extensive information system, which includes 10,000 print resources and subscriptions to 130 periodicals covering aspects of early adolescence (ages 10 to 15). Teams from all the sites are brought together at yearly skill-building conferences organized by the Initiative.

The Center at large promotes the healthy growth and development of young adolescents through programs that address youth literacy, school improvement, health and sexuality, and parent education. In addition to the information system, it organizes training institutes (for parent educators and for program planners/youth workers), develops training curricula (e.g., *Building Youth Literacy* for youth-serving professionals), and performs advocacy activities. The Center also produces assessment and planning tools such as the Middle Grades Assessment Program and Literacy Assessment for the Middle Grades (both have manuals). Many books and reports about early adolescence are available from the Center.

The Center is currently running a teacher preparation program that is a collaboration between three schools of education in Colorado, Illinois, and New Mexico and three middle schools. This project builds on a recent study conducted by the Center, and its findings are summarized in a monograph called *Windows of Opportunity: Improving Middle Grades Teacher Preparation*. The study was commissioned by the DeWitt Wallace-Reader's Digest Fund (see p.79).

CENTER FOR EDUCATIONAL INNOVATION
Manhattan Institute for Public Policy
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New York, NY 10017
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Contact: Raymond Domanico, Director

The Center promotes programs that "successfully [apply] market-oriented principles to the public school system." Since 1989, the Center has helped six districts in **New York City** adopt public school choice policies. The Center has helped to create alternative and magnet schools in New York City and **East Orange NJ**, and is contributing to two groups (Modern Red Schoolhouse and Expeditionary Learning/Outward Bound) that received grants from the New American Schools Development Corporation. The Center is also involved in conferences about school choice in England and Israel.

The Center is currently involved in middle school improvement efforts. In Maryland, the Center is serving as a consultant to a state-sponsored $15-million performance improvement program called Challenge Schools. For the next three years, sixteen schools in **Baltimore** (12 middle and four elementary), seven in **Montgomery County** (one middle and six elementary), and four in **Prince George's County** (all elementary) will receive sizable grants to develop a focused mission, shared decision making capacity, strong leadership, strong home/school relationships, and climate of high expectations for all students. The Center will provide technical assistance to 20 schools in these three districts. In **Philadelphia**, with support from the Reliance Standard Life Insurance Company, the Center is working to restructure the middle schools.

CENTER FOR MIDDLE LEVEL EDUCATION,
RESEARCH, AND DEVELOPMENT
College of Education, University of Arkansas
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Contact: Sam Totten, Co-Director

Established with a grant from the Winthrop Rockefeller Foundation in 1992, the Center assists teachers, schools, school districts, colleges, and the Arkansas Department of Education to improve the quality of middle school education in the state.

The Center specializes in assisting schools that want to assess the effectiveness of their programs and curricula. It has a fee schedule for specific services. Currently, the Center provides technical assistance to 32 middle schools in Arkansas, of which eight participate in the Carnegie Corporation's (see p.9) Middle Grade School State Policy Initiative, and 18 make up a state-wide consortium of middle schools implementing special programs that meet the needs of young adolescents. The Center works with each of the other six schools independently. By 1994-95, the Center plans to expand its technical assistance work to schools in Louisiana and Mississippi.

The Center also keeps an information clearinghouse of annotated bibliographies, books, periodicals, and audio and visual tapes on the educational, social/emotional, and health needs of young adolescents. It developed a computer network that allows teachers to communicate with the Center and with other educators in Arkansas interested in middle level education.

The Center offers one- and two-day seminars on a variety of topics. In 1992-93, it sponsored six seminars on such topics as flexible scheduling, site-based management, and teaming. In 1993, the Center held its first annual summer institute. Twenty-five teams of educators from around the state learned about the nuts and bolts of a middle level program, advisor/advisee programs, and interdisciplinary teaching.

In 1990, Sam Totten and Jon Pederson (now also a co-director of the Center) surveyed 343 superintendents and principals in Arkansas about the status of middle level education in their districts or schools. The responses indicated that the majority of these schools had no plan for moving to a middle school configuration with programs geared toward adolescent learning. The results are discussed in a fall 1992 article in *Issues for Middle Level Education*, a journal published by West Georgia College in Carrollton GA. There will be a forthcoming analysis of surveys administered to Arkansas teachers on the same topic.

CENTER FOR MINORITY ACHIEVEMENT
Bank Street College of Education
610 West 112th Street
New York, NY 10025
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Contact: Marvin Cohen, Director

The Center was established in 1986 to support middle and junior high schools to enhance the personal growth and academic achievement of minority, poor adolescents. The Center primarily collaborates with school-based teams to restructure teaching, learning, and curriculum, and provides assistance based on the interests of the school. Since 1989, the Center has helped to create four teacher-led mini-schools in District One (lower east side of Manhattan) of the **New York City** Public Schools. Each mini-school has a theme and corresponding curriculum, much of which is constructed by school staff. The mini-schools are designed to form close alliances with parents and families. The Center staff meet weekly with teams of teachers to plan and integrate curricula, and discuss the progress of individual students.

For the principals of District One junior high schools, the Center holds monthly discussions about their changing role in teacher-organized mini-schools that feature alternative teaching strategies. Middle grades math and science teachers district-wide are invited to monthly workshops organized by the Center. The teachers in the mini-schools receive follow-up help to implement what is presented at these workshops. The Center also provides teacher incentive grants of up to $300 for well-conceptualized, unanticipated, and innovative ideas. During 1990-91, eleven grants were awarded. For students in Districts One and Five, the Center helps to develop school-based activities, such as peer tutoring, book clubs, and writing workshops.

In partnership with the **Baltimore City** Public Schools, the Center is helping to develop a middle school that will serve as a demonstration site for exemplary practices and programs. This laboratory school is a component of the Baltimore City Institute for Middle School Reform, a district-initiated effort to improve all middle schools in Baltimore. Dr. Cohen serves on the steering committee of the Institute.

CENTER FOR RESEARCH ON EFFECTIVE SCHOOLING FOR DISADVANTAGED STUDENTS

The Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218
(410) 516-0370
Fax (410) 516-6370

Contact: Douglas MacIver, Co-Director

The mission of the Center is to significantly improve the education of disadvantaged students at each level of schooling through new knowledge and practices produced by scientific study and evaluation.

The Center's Middle Grades and High School Program aims at linking basic research to useful practice in schools. Of the Center's 15 staff members, seven work on the Program. One project of the Program analyzes and reviews research on a variety of topics including voluntary desegregation programs, dropout recovery programs, alternative schools, and effective programs for disadvantaged students. Another project works with national data sets to study the components of schools that effectively serve disadvantaged students. A third project develops, implements, and evaluates experimental programs in schools that address four priority areas: evaluation, reward, and recognition structures; alternatives to tracking and retention; curriculum improvements to meet students needs; and staffing arrangements that create a more supportive environment. The Program currently runs experimental programs in **Baltimore**, and two towns in **Connecticut**.

The Center was established in 1990 with funding from the Office of Educational Research and Improvement of the U.S. Department of Education. It publishes a newsletter called *CDS Report* twice a year. A wide variety of research reports are also available from the Center.

Also housed at Johns Hopkins is the Center on Families, Communities, Schools, and Children's Learning (see p.18).

CENTER OF EDUCATION FOR THE YOUNG ADOLESCENT
University of Wisconsin-Platteville
128 Doudna Hall — One University Plaza
Platteville, WI 53818-3099
(608) 342-1276
Fax (608) 342-1232 (specify the Center when sending fax)

Contact: Robert Stone, Associate Director

The Center offers publications, videotapes, brochures, and a professional development programs on middle grades education. Many educators are familiar with the Center's middle level summer seminar called "Teaching the Transcescent" which it has offered since 1980. Participants attend in teams consisting of five or six people (teachers, counselors, administrators, parents), and bring a specific project which they work on during the week-long seminar. Also, the Center invites middle school experts to make presentations on a range of topics, and each of them is assigned to one or more teams to assist with their projects. In recent summers, over 750 participants representing more than 100 school districts from throughout the country have attended. Schools wishing to send a team to the seminar should contact the Center to request a contract for participation. Teams are accepted on a first come, first served basis as the Center receives the contracts.

Three times a year, the Center publishes *Middle Link*, a newsletter describing instructional ideas, innovative programs, and projects from the summer seminar. Six brochures (e.g., "What Should A Middle School Be?" "How Can Parents Survive the Middle School Years!") are also available from the Center. Presentations given by middle school experts during the summer seminars are recorded on video, and schools can order these tapes for $35 each. The Center keeps a unique collection of artwork created by American 10- to 15-year-olds that has been displayed around the country and overseas.

CENTER ON FAMILIES, COMMUNITIES, SCHOOLS,
AND CHILDREN'S LEARNING
The Johns Hopkins University
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Baltimore, MD 21218
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Contact: Joyce L. Epstein, Co-Director

The Center conducts research, evaluations, and policy analyses on how families, schools, and communities influence student motivation, learning, and development. The Center is a consortium of researchers from Boston University, Institute for Responsive Education (Boston), The Johns Hopkins University, University of Illinois, Wheelock College, and Yale University. The Center seeks to improve the connections between and among schools, educators, families, and other societal institutions.

The Program on the Years of Early and Late Adolescence is one of the two divisions of the Center. Five staff members of the Center work closely with this Program. The Family, School, and Community Connection project seeks to understand the impact of family-school cooperation on the learning and development of early and late adolescents. The project conducts research to help middle and high school educators understand and mobilize the support of families and communities.

The Center staff also evaluates a unique program that aims at increasing family involvement in homework. The program is called TIPS or Teachers Involve Parents in Schoolwork, and is supported by the Edna McConnell Clark Foundation (see p.23). During the summers of 1990, 1991, and 1992, the Center staff and teachers from two **Baltimore City** middle schools co-wrote homework modules for grades six to eight in language arts, science, and health. All modules are designed for students and family members to complete the homework together. Teachers, students, and parents have been enthusiastic users of TIPS homework.

The Program also analyzes national data on how connections among family, school, and community influence school success in grades eight, ten, and twelve. The Center also assists the New Jersey Department of Human Services to plan and conduct evaluations of school-based, service integration programs, and their effects on adolescents, their families and communities.

The Center publishes newsletters twice a year, and regularly contributes to the magazine, *Equity and Choice*, published by the Institute for Responsive Education (see p.42).

Also housed at Johns Hopkins is the Center for Research on Effective Schooling for Disadvantaged Students (see p.16).

CHAMPION INTERNATIONAL CORPORATION
One Champion Plaza
Stamford, CT 06921
(203) 358-2815
Fax (203) 358-6969

Contact: James Hoffmann, Executive Director, Middle School Partnership

Based on the recommendations of the Carnegie Council on Adolescent Development report, *Turning Points*, Champion began in 1990 to assist the restructuring of the three middle schools in **Stamford CT**, and the development of a magnet middle school (opened in 1990, with a science, math, and technology focus). Outside of Connecticut, Champion is collaborating with five middle schools in five districts in northern Michigan (around Quinnesec), and eleven middle schools in Escambia County School District in **Pensacola FL**. The primary focus of the Stamford, Quinnesec, and Pensacola Partnerships is to support middle school staffs to attend professional development conferences. Champion sponsors a yearly middle school conference at each site. Middle school experts are invited to make presentations on topics identified by teachers and administrators. Schools receive funds to send teams to the New England League of Middle Schools and principals to the National Middle School Association (see p.61) annual conferences. During the five years of the Partnerships, each school must write and implement a "growth plan" every year, and create a five-year vision.

With the help of two community foundations, the Stamford Partnership offered enrichment programs for low-performing students in three of the middle schools from 1990 to 1992.

CHARACTER EDUCATION INSTITUTE

Dimension II Building
8918 Tesoro Drive — Room 220
San Antonio, TX 78217-6253
(210) 829-1727 or (800) 284-0499
Fax (210) 829-1729

Contact: Young Jay Mulkey, President

Founded by a retired San Antonio businessman in 1942, the Institute conducts research, and develops and implements the Character Education Curriculum (CEC). Initially developed with a 1969 grant from the Lilly Endowment (see p.44), CEC includes a set of instructional materials for pre-kindergarten to ninth grade that promote responsibility and character development. The curriculum emphasizes such principles as thinking before acting, recognizing the consequences of one's behaviors, and developing self-discipline. Through discussions and role play, the lessons help students build self-esteem, avoid gang involvement, and act honestly and generously toward peers and adults. Lessons for all grade levels include a drug education component, but it is particularly emphasized in grades seven to nine.

The Institute's national network of consultants provide a three-hour in-service training to teachers interested in using the curriculum. The Institute publishes a quarterly newsletter highlighting how teachers are using the curriculum in their classrooms. The Institute encourages teachers to call its toll-free number with questions or comments. Materials that complement the curriculum, including film strips, audio cassettes, picture books, posters, and activity sheets, are available.

Approximately 50,000 classrooms in 46 states now use the curriculum at one or more grades. There are 573 schools currently using the component for grades seven to nine.

CHILDREN'S EXPRESS FOUNDATION INC.
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Washington, DC 20005
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Fax (202) 737-0193

Contact: Robert H. Clampitt, President

Children's Express (CE) is a news organization of young people from age nine to 18. Founded in 1975 by Robert Clampitt, it gives children a media voice of their own, and an opportunity to gain critical skills through print journalism. Currently CE has bureaus in **Australia, New Zealand, San Francisco CA, Boston MA, Atlanta GA, New York NY, Indianapolis IN, and Washington DC**. Each news bureau is run by children outside of school hours, and publishes columns in local newspapers. Under the guidance of adult CE staff and trained volunteers, the youth staffers are responsible for story selection, research, interviewing, and editing. Generally, middle school students serve as reporters and high school students as editors.

In 1991 CE began developing REAP, an in-school journalism curriculum, in **Louisville** and **San Diego** middle schools. REAP adapts the methods used in the bureaus for the classroom. Students select and research topics, focus their story ideas, brainstorm questions, and conduct interviews, and debrief afterwards. At the CE Indianapolis bureau, teachers from the two sites participated in intensive summer trainings, and helped write the curriculum. CE staff with education backgrounds visit the schools and teachers during the school year for follow-up.

CITIES IN SCHOOLS INC.
401 Wythe Street — Suite 200
Alexandria, VA 22314-1963
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Contact: Bonnie Frazier, Director of Communications

Founded in 1977, Cities In Schools (CIS) is the largest non-profit dropout prevention organization in the country. In 1992, CIS reached more than 64,000 students through 505 schools and other educational organizations in 24 states. Approximately 30 percent of the schools are middle or junior high schools. Taking advantage of its location at the school, the CIS program provides case management services, reactional activities, tutoring help, health and social services, and mentoring to children of all ages. At each site, CIS collaborates with a coalition of community leaders in education, business, social service, and government, and coordinates resources and services.

The CIS strategy is to form local CIS branches that work to coordinate its services with the school, and serve the children most in need. There are 78 independent, community-based CIS organizations, and they receive training and technical assistance from the CIS national office.

In 1988, CIS opened 16 Academies through a two-year collaboration with the United States Department of Justice and Burger King Corporation. A CIS Academy is a freestanding facility or a wing of an existing school that provides regular CIS services, sponsored largely by a corporation or business. Nine additional Academies have been opened with the help of Burger King, and over 40 Academies affiliated with Burger King are expected to be in operation during 1993-94. The investment banking company, Goldman Sachs, is planning to sponsor at least three Academies, one each in **Philadelphia PA, Los Angeles CA, and New York City**. Academy participants often benefit from job opportunities and mentors provided by the sponsoring corporation.

EDNA McCONNELL CLARK FOUNDATION
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Contact: M. Hayes Mizell, Director, Program for Disadvantaged Youth

The Program for Disadvantaged Youth encourages and supports selected urban school systems to significantly enhance the performance of disadvantaged students in grades six through nine by reforming middle schools. It is the Program's intent for the reform initiatives will create an education characterized by high expectations, high content, and high support. The Program awards grants to urban school districts (20,000 or more students enrolled), community groups, and national organizations that show promise of creating systemic, whole-school reforms necessary for large numbers of students to increase their personal and academic achievement.

Since June 1989, the Program has supported the efforts of the **Baltimore MD, Louisville KY, Milwaukee WI, Oakland CA, and San Diego CA** school systems to reform their middle schools. These school systems, and the 12 project schools among them, will likely be the primary focus of the Foundation's attention and resources until at least 1995. During the 1992-93 school year, the Program supported each of the **Chattanooga TN, Jackson MS, and Long Beach CA** school systems to develop a vision, strategy, plan, and timetable for middle school reform. In addition, it funds the Urban Middle Grades Partnership, a network of the **Buffalo NY, New Orleans LA, San Antonio TX, Tucson AZ, and Wichita KS** school systems, each of which is beginning the reform process in two middle schools.

As of April 1993, the Program had 25 other grantees, many of whom assist the school systems listed above (e.g., Center for Early Adolescence, Southern Regional Council). The Program also supports universities, associations, and organizations that develop models of middle school reform (e.g., Accelerated Schools Project). The Program awards approximately $3.5 million in grants every year.

With assets of $460 million, the Foundation has four other grant-making programs: children (family preservation/child welfare), justice (reduce unnecessary incarceration), tropical disease research (trachoma, onchocerciasis, schistosomiasis), and homeless families (resettling of formerly homeless families in New York City).

COALITION OF ESSENTIAL SCHOOLS
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Contact: Nonie O'Farrell, Membership Coordinator

The Coalition of Essential Schools is a network of primarily high schools committed to reforming instruction and school organization for the purpose of students mastering knowledge in smaller, more personalized settings. Established in 1984 at Brown University, the Coalition trains and supports affiliated schools based on its nine common principles. Each school creates a plan tailored to its own needs based on the common principles (e.g., every student should master a limited number of essential skills and areas of knowledge; the school's goals should apply equally to all students; governing metaphor of the school should be student-as-worker; and the budgets of Coalition schools should be no more than 10 percent above that of a "traditional" school).

As of April 1993, of the 503 affiliated schools, 310 are in the "exploring" stage (discussions and conversations about nine common principles), 50 are in the "planning" stage (teacher team drafts a plan of action for changes in classroom), and 143 are full member schools. Of the member schools, at least 23 are middle or junior high schools, over 80 percent are public schools, and about half are in urban districts. About half of the students attending Coalition schools are minorities, and approximately 30 percent receive free or reduced lunch. There are regional networks of Coalition schools, such as in New York City (Center for Collaborative Education), northern and southern California, and Louisville KY.

Member schools must meet several obligations. The school faculty must agree with the goals of the Coalition and the common principles. The school must, over time, aim at involving the whole school in its reforms, and staff must participate in at least one professional development opportunity during the year. The school will document Coalition-related discussions and activities, and share information with the Coalition staff and other schools. The school agrees to undergo a self-evaluation every three years with the input of outside observers. School budgets must provide resources for staff development and planning, and attending Coalition conferences/activities.

The Coalition recognizes the importance of systemic reform at the district and state levels to reinforce and support whole-school change. The Re:Learning project, jointly sponsored by the Coalition and Education Commission of the States, is an effort to engage state-level officials in supporting schools and districts that are undergoing reform. Eleven states, including **Arkansas, Colorado, Delaware, Illinois, Indiana, Maine, New Mexico, Pennsylvania, Rhode Island, and South Carolina**, participate in Re:Learning. Each state has a full-time coordinator to assist schools.

The Coalition is also a collaborator in the ATLAS Communities Project funded by the New American Schools Development Corporation.

THE COLLEGE BOARD
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Contact: Vinetta Jones, National Director, EQUITY 2000

Started in 1990 by the College Board, EQUITY 2000 is assisting middle and high schools in six urban sites to prepare minority and disadvantaged students to enter and complete college. This six-year project is being implemented in **Fort Worth TX, Milwaukee WI, Nashville TN, Prince George's County MD, Providence RI, and San José CA** (a consortium involving seven school districts). A total of 220 middle and high schools, 2,100 math teachers, and 250 guidance counselors are involved in the project. The underlying premise of EQUITY 2000 is that all children can learn and benefit from expanded learning opportunities.

EQUITY 2000's goals are to strengthen academic preparation at the middle and high school levels; raise student expectations with assistance for college preparation and planning; and disseminate results through research, evaluation, and a national advocacy campaign. Research by the College Board and others shows that when minority and/or poor students have access to and complete algebra and geometry, and expect to go to college, their college-going rates increase. Therefore, because math serves a "gatekeeping" function for further college preparation, EQUITY 2000 sites are trying to enroll all eighth graders in pre-algebra, ninth graders in algebra, and tenth graders in geometry.

Under the direction of site coordinators, each district offers in-service and summer training for all math teachers of grades eight to ten as well as for middle and high school counselors who play a key role in a student's decision to pursue college. The project also promotes the use of the National Council of Teachers of Mathematics standards, organizes academic enrichment programs for students, and develops parent involvement and awareness workshops. According to the updates in EQUITY 2000 NEWS, the quarterly project newsletter, progress is being made by all sites. For example, in Ft. Worth, 400 students participated in the Algebra Readiness Academy last summer, twice the number in 1991. The Prince George's County office of research is coordinating the project with state-mandated tests, and the assessment of schools using Comer's School Development Program (see p.73). Providence reports that every ninth grader is enrolled in pre-algebra or algebra during the 1992-93 school year.

EQUITY 2000 is governed by its own national advisory committee, and supported by three other committees on evaluation, mathematics, and guidance counselors. Over $17 million has been raised for the project so far, and major funders include the Ford Foundation, DeWitt Wallace-Reader's Digest Fund (see p.79), and National Science Foundation (see p.81).

CONNECTED MATHEMATICS PROJECT
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Contact: William Fitzgerald, Co-Project Director

In April 1991, the Connected Mathematics Project received a five year, $4.8 million grant from the National Science Foundation (see p.81) to develop a math curriculum that will meet the needs of all students in grades six, seven, and eight. The five project directors (from Michigan State, University of Maryland, and University of North Carolina) believe that observations of patterns and relationships lie at the heart of understanding mathematics, and emphasize connections — such as among various topics within the subject, between math instruction and interests of middle grades students, and between math and its applications in other disciplines. The six "content" goals of the Project are number, geometry, measurement, algebra, statistics, and probability. The Project closely follows curriculum standards set by the National Council of Teachers in Mathematics.

To date, the Project staff have developed the sixth grade curriculum which has eight units. Each unit investigates an important mathematical idea, such as covering and surrounding. There are materials for teachers and students to use, and a menu of strategies for assessing student progress.

The Project's curricula are pilot tested by teachers in schools close to the six professional development center affiliates (sixth grade curriculum is now being tested). Housed in five universities and one school district (**Pittsburgh PA** Public Schools, Queens College in **Queens NY**, Central Michigan University in **Mt. Pleasant MI**, San Diego State University in **San Diego CA**, Portland State University in **Portland OR**), the centers will play a major role in disseminating the finished curricula, and training and supporting teachers.

The Project builds on the work of the Middle Grades Mathematics Project which was administered by only the Michigan State faculty now involved in Connected Mathematics. The Middle Grades project created five curriculum units that introduced important mathematical ideas that these individuals felt were grossly neglected by standard math texts.

COUNCIL FOR BASIC EDUCATION
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Contact: Maryanne Annan, Writing to Learn Coordinator

For over 30 years, the Council has promoted strong programs in the basic subject areas for elementary and secondary schools. One such program is Writing To Learn (WTL) which utilizes a unique approach to staff development for teachers. WTL develops writing as a tool for thinking, comprehension, and imagination, and is open to teachers of all subject areas. The goal is to enable students to take and manipulate information so that it is their "own." WTL has three program components, each led by Beverly Bimes-Michalak, the WTL director and consultant:

(1) Intensive summer institute — Participating teachers and administrators must read, write essays, and keep teaching and learning logs. One of their important tasks is to develop a lesson using WTL strategies.

(2) Three to four on-site visits during school year — The consultant provides assistance and workshops requested by the teachers. The consultant may model a technique or observe the teacher, or team teach a lesson, depending on the teacher's requests. The objective is to help teachers become more reflective about the teaching-learning dynamics in their classrooms. The WTL participants also receive training and encouragement to become peer coaches.

(3) Teacher consultants — The following summer, WTL trains six participants to become teacher consultants to a new group of WTL participants. The WTL consultant and teacher consultants jointly lead the summer institute for the new participants, and provide support during the following school year.

Current WTL sites include **Camden NJ, Washington DC, Louisville KY, San Diego CA, Cleveland OH, Long Beach CA, and Bakersfield CA.** The school systems in **Trenton NJ, Milwaukee WI, and Reading PA** have received training in the past, and continue to use WTL. Recently, the Toyota USA Foundation awarded a grant to the Council to introduce WTL in **Seattle WA.** Grants from the ARCO Foundation and Geraldine R. Dodge Foundation support WTL programs in Long Beach and Camden respectively.

The Council also administers three independent study fellowship programs (humanities, arts, science/math) for librarians, principals, and teachers at all grade levels. The National Endowment for the Humanities, National Arts Endowment, and National Science Foundation support each of the three programs. The fellows receive stipends ranging from $2,000 for four weeks, to $3,500 for six weeks. The Council publishes an annual directory of fellows and their projects.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
One Massachusetts Avenue, NW — Suite 700
Washington, DC 20001-1431
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Contact: Cynthia Brown, Director of Resource Center on Educational Equity

Established in 1927, the Council is comprised of 57 public officials who head the departments of elementary and secondary education in 50 states, five other U.S. jurisdictions, the District of Columbia, and the Department of Defense schools. Council staff provide professional development opportunities for these chiefs, and twice a week send them an electronic briefing through Chiefnet on major education activities. The Council, in addition to its committees, task forces, and special projects, has three major branches: Office of Federal-State Relations (helps states advise Congress and government agencies about education issues), Resource Center on Educational Equity, and State Education Assessment Center (works with states to improve the information base on U.S. education).

The Resource Center was created to address equity issues in education and to ensure school success for disadvantaged children. One of its seven projects is to provide technical assistance to the 27 states (more intensive assistance to 15 of these states) involved in the Middle Grade School State Policy Initiative funded by the Carnegie Corporation of New York (see p.9). Since the beginning of the Initiative in 1990, the Center has assisted these states in implementing reforms in the education of young adolescents as called for in *Turning Points*, a 1989 report by the Carnegie Council on Adolescent Development. The Center conduct workshops and conferences, publishes a bi-monthly newsletter (*Turning Points: State Network News*), and has compiled and distributed to the states a four-volume resource guide. Center staff have contact with the states' project staff, receives written narrative and financial reports, and conducts on-site performance reviews. Last year, the Center reported the interim progress of these states in a report called *Turning Points: States in Action*. From 1993 to 1995, the Center will continue its work with 15 states that received further funding from Carnegie (**Arkansas, California, Colorado, Connecticut, Illinois, Maryland, Massachusetts, New Mexico, New York, North Dakota, Rhode Island, South Carolina, Texas, and Vermont**).

The Council developed a special focus on early adolescence in 1989 when it reviewed the state of higher order or high content learning in the middle grades, with support from the Edna McConnell Clark Foundation (see p.23). As a result, the Council completed two reports in 1990 (*Higher Order Learning for All*) and 1992 (*Principles to Support Higher Order Learning in the Middle Grades*) to summarize their work on higher level learning.

EDUCATION DEVELOPMENT CENTER INC.
55 Chapel Street
Newton, MA 02160
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Contact: Nancy Ames, Director, Center for Family, School, and Community (a subdivision of Education Development Center)

Founded in 1958, the Center is an international research and development organization dedicated to improving the quality and effectiveness of education. Its projects span from preschool to professional education, and also address a range of health and social issues. The Center specializes in training and technical assistance, project planning, development of curriculum and other materials, research, and evaluation. The Center is divided into five departments, and has offices in Washington DC, Carlisle MA, and Miami FL.

Since 1988, the Center has been providing technical assistance to 60 middle schools and 16 districts in **Indiana** participating in the Lilly Endowment's (see p.44) Middle Grades Improvement Program. In 1991-92, the Center focused on infusing multicultural education into middle schools, and encouraging the use of inquiry-based teaching methods and interdisciplinary lessons. The Center is developing local trainers who can meet teacher needs more readily. In 1992, the Center began documenting closely the progress of several participating schools.

A current project called Improving Urban Middle School Science has the Center collaborating with teachers to develop and field-test a hands-on science curriculum for grades seven and eight that specifically addresses urban environments. The curriculum tackles scientific problems through the study of physical, health, life, and earth sciences. Each of the six modules in the curriculum has a corresponding set of materials, including a teacher's guide, student's book, and assessment materials.

The Center also assists middle school math teachers and math supervisors to experiment with alternative forms of classroom assessment. These math educators in six cities **(Pittsburgh PA, Memphis TN, Milwaukee WI, Dayton OH, San Diego CA, and San Francisco CA)** also belong to a larger cooperative network (also sponsored by the Center) to strengthen math education across all grades.

In 1992, the Center concluded a project aimed at improving math instruction in the middle grades. Responding to the needs of low-achievers in the middle grades, the Center sponsored staff development seminars on pre-algebra and algebra instruction for 48 teachers from eight districts in the **Boston** area. For two years, teachers were able to attend the twice-a-month seminars during the school day because the project recruited local industry and business personnel to substitute in their classrooms.

EDUCATION MATTERS INC.
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Contact: Barbara Neufeld, President

Education Matters is a non-profit evaluation and research organization that conducts studies on school reform, teaching, learning, teacher training, and partnerships between schools and other institutions. Since 1984, it has taken on several projects that involve instructional reforms in the middle grades. Currently, it is conducting a three-year evaluation of a fellowship program sponsored by the Council for Basic Education (see p.27) in Washington DC for math and science teachers in middle and high schools to link their subjects to the humanities. Education Matters also studied the Council's Writing To Learn programs in Reading PA (junior high) and Washington DC (high schools). With a sub-contract from the Education Development Center (see p.29), Education Matters is evaluating a staff development program aimed at improving math performance of low-achieving middle school students. Other projects include measuring the success of the Comer School Development Program (see p.73) in the **Hartford** Public Schools, and assessing an effort by the Coalition of Essential Schools (see p.24) to prepare teacher consultants to assist developing Coalition schools.

During 1992-93, with a grant from the Edna McConnell Clark Foundation (see p.23), Education Matters monitored the progress of three districts — **Chattanooga TN, Jackson MS**, and **Long Beach CA** — in developing a vision, strategy, plan, and timetable for middle school reform.

Education Matters employs part-time consultants and graduate students to assist projects.

EDUCATION RESOURCES GROUP
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Contact: Terry Clark, President

The non-profit research organization, Education Resources Group (ERG), specializes in documenting, evaluating, and providing technical assistance to projects in education and social services. ERG is currently engaged in five projects that target the education of middle school students. With support from the Edna McConnell Clark Foundation (see p.23) since 1989, ERG has been tracking the progress of the five school districts **(Baltimore MD, Louisville KY, Milwaukee WI, Oakland CA, San Diego CA)** involved in the Foundation's middle school reform initiative. Until 1993, ERG documented site activities through visits, interviews, and observations; by December 1994, ERG will complete five monographs (topics: expectations, new leadership roles, middle school practices, processes of school reform, student as client) based on the documentation data. ERG will continue to collect and analyze quantitative student data for each site through the 1994-95 school year.

ERG is also the evaluator for the Panasonic Foundation's Partnership Program (see p.66) to bring about urban systemic reform in the middle grades. ERG staff is closely studying three middle schools among the six participating districts. For the Girl Scouts of America program to enhance career awareness in science for middle school girls, ERG is evaluating its success and outcomes. It is collaborating with the Fresh Air Fund on another career awareness program that targets urban, middle-grades youth. Summarizing its documentation of the Lilly Endowment's (see p.44) Middle Grades Improvement Program from 1987 to 1990, ERG published *Transforming Education for Young Adolescents in* May 1993.

EDUCATION WRITERS ASSOCIATION
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Contact: Bert Menninga, Assistant Director

Before 1988, there was no national publication that regularly reported on urban middle schools. The Association, with support from the Edna McConnell Clark Foundation (see p.23), launched *High Strides*, an eight-page tabloid, to disseminate information about reform efforts, programs, and research, pertaining to urban middle schools. The Association is a professional organization of education reporters and writers with 650 members nationwide.

Since March 1989, the Association has published a total of 19 issues. Attractively designed and well-written in a journalistic style, each High Strides issue carries a theme, some of which have included high expectations, tracking, diversity, and technology. It has a circulation of approximately ten thousand. From the beginning, the Association intended to find another organization to be the permanent home for *High Strides*, and in 1992, the National Middle School Association (NMSA) (see p.61) agreed to become the new publisher. During 1993 and 1994, the Association and NMSA will publish *High Strides* jointly as NMSA takes on greater responsibility, and by September 1994, NMSA will assume total responsibility for the publication.

Between May 1990 and December 1991 with funding from the Lilly Endowment (see p.44), the Association published *Indiana Strides*, an Indiana version of the tabloid. In April 1993, the Association published a monograph on the progress of Lilly-supported middle school reform, called *Gentle Ambitions: Indiana's Thoughtful Middle Grades Movement*.

EFFECTIVE PARENTING INFORMATION FOR CHILDREN

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Contact: Cecelia Grasser, Vice President of Program

Started in 1980, Effective Parenting Information for Children (EPIC) is a life skills and student support program that can be adapted for children of all grade levels. There are two components to the EPIC program. The school component centers around its life skills curriculum called *Growing Up Together* which has a corresponding resource guide for teachers, containing activities and lessons that promote self esteem, problem-solving skills, and responsible citizenship. These lessons can be used during advisory periods, and/or integrated into core subject classes. EPIC staff provide initial training and follow-up to teachers on the use of *Growing Up*. A teacher or administrator serves as the EPIC school liaison to oversee the curriculum, training, and follow-up. EPIC also trains school liaisons to become local EPIC trainers so they can disseminate the program. There are 38 school districts using *Growing Up* in middle schools, and approximately 1,000 of their middle school teachers have received training.

The home component aims at increasing parent participation in the school, and enhancing parents' skills to support their children. The EPIC home coordinator, who is usually a community worker, makes home visits, and holds information workshops on issues facing parents of middle school children. One goal of these workshops is for the home coordinator to recruit and train parents who can then lead them for other parents, so that parents are teaching and encouraging each other. EPIC provides manuals for parents and for workshop facilitators in both English and Spanish. Eighty-two school districts are using the EPIC home program in middle schools.

There are 21 staff members at EPIC's headquarters in Buffalo NY, which is also the EPIC regional office for western New York. There are other regional offices in New York and California.

THE EFFICACY INSTITUTE INC.
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Contact: Jeff Howard, President

The Institute is a non-profit organization providing educational consulting services to urban public school systems. The Institute defines efficacy as "the capacity to mobilize available resources to solve problems and promote development." Efficacy, according to the Institute, is a method of operationalizing the belief that all children can learn. The Institute is currently involved with school systems in **Atlanta GA, Boston MA, Chicago IL, Detroit MI, Kansas City MO, Los Angeles CA, Washington DC, and Baltimore MD .**

The core strategy of the Institute is to change educators' beliefs about intelligence and achievement, and assist them in changing instructional methods and expectations for students of color. The Efficacy Seminar its primary vehicle to accomplish this. An intensive, five-day training package, the Efficacy Seminar establishes the understanding that the intellectual development of all children is important to society, and explores the obstacles that impede the development of children of color.

The Institute has also developed curriculum materials for students at the elementary, middle, and high school levels. The curricula reflect a new perspective on intelligence, that "smart" is not something you are but something you become or acquire. The Institute created the middle school program under contract with the Detroit Public Schools in 1986. The results in Detroit have been documented and evaluated. The six modules in the middle school curriculum cover such topics as how thinking determines action, obstacles to success, setting goals, and cooperation. Teachers who want to use the Efficacy curricula receive two days of additional training.

The Institute will also provide specific consulting services by contract with school districts and community organizations.

The Efficacy Institute started out as the Efficacy Committee which was formed by Jeff Howard, Ray Hammond, and their spouses in 1980. The basic tenets of the Institute grew out of Howard's graduate work in psychology involving the motivation and achievement training of African-American undergraduates at Harvard University.

EQUALS
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Contact: Nancy Kreinberg, Director

Established in 1977, EQUALS is a teacher and community education project aimed at increasing math achievement among female and minority students. There are over 30 EQUALS sites in 18 states (**California, Colorado, Connecticut, Florida, Indiana, Maine, Michigan, Minnesota, Nebraska, Nevada, New York, North Carolina, North Dakota, Ohio, Oregon, Tennessee, Vermont, Virginia), Canada, and New Zealand.** Its programs have also been used in Puerto Rico, Australia, Denmark, Germany, and Sweden. Each site offers one or more of the programs described below.

The Family Math program engages grades K-8 students and their parents in activities that emphasize the importance of math education. The program encourages math learning at home, explains the role of math and technology in children's lives and choice of careers, and distributes relevant materials. Staff at EQUALS can assist teachers, parents, and administrators who want to start Family Math classes which may be held in schools, churches, or community centers. These classes are usually two hours a week for four to six weeks. Led by a teacher/parent team, the classes cover such topics as arithmetic, geometry, measurement, and the use of calculators. Instructors give parents an overview of the topics their children are learning at their current grade levels, and explain how Family Math activities reinforce these topics. There is a manual for the class, available in English and Spanish. Family Math has been widely used in 27 states and five countries.

EQUALS offers three teacher in-service programs. EQUALS in Mathematics is a six-day workshop for K-12 teachers to learn instructional techniques for increasing students' understanding of math, and improving their attitudes toward math. There is a two-day workshop called Sequals which is open to teachers who have taken the first workshop. Mathteq is another staff development series geared toward combining math and computer education for students and parents involved in Family Math.

EQUALS also publishes handbooks and resource guides about alternative assessments, problem solving in groups, and diversifying instructional methods for math and science.

EXPEDITIONARY LEARNING OUTWARD BOUND USA
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Contact: Emily Cousins, Publications Associate

Established in July 1992 with a grant from the New American Schools Development Corporation (NASDC), Expeditionary Learning is a non-profit organization that transforms schools into centers of expeditionary learning. Intellectually rigorous and interdisciplinary, expeditionary learning integrates intensive, real-life challenges into the curriculum, develops a service ethic in students, and encourages reflection and cooperation. During the following five years, Expeditionary Learning will work with schools to design and implement innovative curricula, student assessment, school organization, staff development, and systems for evaluation, replication, and dissemination.

The other partners under the NASDC grant include the Academy for Educational Development (see p.1), City Year in Boston, Cooper Union in New York City, Educators for Social Responsibility, Facing History & Ourselves, Harvard/Outward Bound Project, Mission Society in New York City, Outward Bound Inc., Project Adventure, Public Education Coalition in Denver, and TERC. These organizations are collectively developing 20 expeditionary learning schools in eight sites. In September 1993, 19 of the 20 schools will begin implementation. The efforts in five (**Boston MA, Denver CO, Dubuque IA, Portland ME, and New York NY**) of the eight sites are more developed and intensive. The eight participating schools in Boston and Portland (including one K-8 school and two middle schools) will initially phase-in the changes at several grades. In Dubuque, four whole schools will adopt expeditionary learning, including three elementary schools with grade six. The NASDC collaborators are developing new schools are developing in New York City (grades 6-12) and Denver (K-12). In 1993, the school in New York City will open with grades six, seven, nine, and ten, and the Denver one with grades one to nine.

The other three sites will phase-in the project. The middle school in **Baltimore MD** will begin with sixth grade. Two of the four participating schools in **San Antonio TX** are middle schools. **Decatur GA** will begin transforming a school in 1994-95.

The Academy for Educational Development is evaluating the project.

FOUNDATION FOR THE MID SOUTH
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Contact: Leslie Lilly, Vice President

The Foundation for the Mid-South was established in 1990 to develop a long-term private sector commitment to enable the region to solve its own problems by sharing its common financial and human resources. Its three program areas are families and children, with an emphasis on young adolescents, economic development, and education, and in each of these areas, the Foundation makes grants for community planning, program implementation, and short-term projects.

The Early Adolescence Program is supporting organizations and communities in **Arkansas, Louisiana, and Mississippi** to strengthen and develop community-based programs that address the developmental needs of 10- to 15-year-olds. The Program is encouraging more comprehensive planning of services at the local level, and educating communities about the developmental needs of children at this age level. In addition to direct grants to community groups, service organizations, and schools, the Program organizes an annual conference on early adolescence for youth workers, children's advocates, and policy makers. To identify successful programs in the Delta region, the Foundation commissioned the Center for Early Adolescence (see p.12) in 1991 to prepare *Communities Caring for Kids: Building Opportunities for Young Adolescents in the Mid South*, a directory of recreational and educational programs, and health and family support services for adolescents.

The Foundation launched a major economic development effort in January 1993 called the Delta Partnership. One component of the Partnership is to provide grants to communities in Arkansas, Louisiana, and Mississippi to study their workforce needs, examine educational and training institutions, and create a plan for upgrading employment and job skills. Middle schools in these communities may participate in forming the workforce plans.

THE FOXFIRE FUND INC.
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Contact: Hilton Smith, Director of Teacher Outreach

Started as a quarterly magazine published by students at Rabun County High School in Georgia in 1966, Foxfire has grown into a national organization that develops, models, and refines a student-centered approach to education that is academically challenging and fosters collaboration between students and their communities. Foxfire does not portray itself as a reform movement; its mission is to change individual teachers' approaches to instruction. There are 11 core practices of Foxfire that guide its use in the classroom.

The Foxfire Fund was established with the proceeds from the Foxfire publishing project, and its teacher education and outreach program was started in 1986 with a major grant from the Bingham Trust. Currently there are 17 teacher networks (**Seattle WA, Sheridan OR, Worley ID, Reno NV, Glen Ellyn IL, Cleveland OH, Kennebunkport ME, Cortland NY, Oakland CA, Crestwood KY, Hindman KY, Jefferson City TN, Dunwoody GA, Franklin NC, Winter Park FL, Morgantown WV, Abington VA**) with a total of 1,400 active members. Almost all of the teacher members work in rural or suburban schools. About half of the networks operate under the Foxfire Fund's non-profit status, and the other half are sponsored by a school district or college/university. Each network is different, and they are not franchise operations. Each network has a coordinator or a contact person. Two networks — Dunwood GA and Louisville KY — have the largest numbers of participants who are middle grades teachers.

Each network offers graduate-level Foxfire courses at a local college or university, school district, or education organization, for differing levels of Foxfire. Offered in the summer with follow-up during the school year, courses are taught by network coordinators and teachers. Networks also provide teacher support through periodic meetings, newsletters, professional development opportunities, and site visits. The national Foxfire office publishes a quarterly journal, *Hands On*, that features articles by teachers sharing their ideas and projects.

THE GREAT BOOKS FOUNDATION
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Contact: Denise Ahlquist, Training Director

The Junior Great Books program, for grades two to nine, helps students develop critical thinking through interpreting and analyzing what they read. Materials are drawn from children's classics, folktales and fairy tales, poetry, and modern short stories from cultures around the world.

Traditionally, schools have used Junior Great Books as an activity reserved for "gifted" students. To make the program accessible to more students, the program developed a curriculum that brings Junior Great Books into regular classrooms. With funding from the Edna McConnell Clark Foundation (see p.23), the Great Books staff is assisting three middle schools in **San Antonio TX, New Orleans LA, and Wichita KS** to use this curriculum. Identified as an exemplary education program by the National Diffusion Network, the Junior Great Books curriculum provides students with a consistent daily program of interpretive reading, writing, and discussion. Foundation instructors provide teachers with up to a week of initial training in shared inquiry, a method of interpretive reading and discussion in which the teacher and students work together to answer questions about important problems of meaning in a literary work. Guided by the teacher, students develop their own interpretations and support them with evidence from the text. Starting in September 1992, schools in nine districts began to implement Junior Great Books for students receiving federal compensatory education funds or Chapter I. Most of these schools are elementary schools.

Following the initial training, Great Books instructors are available for on-site follow-up assistance. This can include a review of the initial training in shared inquiry, or a demonstration with students of the discussion format. An instructor may also work with a teacher one-on-one, where the instructor models Junior Great Books activities in a classroom, or observes a class and provides the teacher with feedback.

The Great Books Foundation has 33-member staff of instructors, editors, and regional coordinators. Of the estimated 800,000 elementary and secondary level students who participate in Junior Great Books each year, about 240,000 are middle grades students in nearly 2,000 schools throughout the country.

Ameritech Foundation recently awarded a five-year grant to Great Books to disseminate its curriculum in five cities in Illinois, Indiana, Michigan, Wisconsin, and Ohio.

A group of language arts and education experts collaborating with the Higher Order Thinking Skills project (see p. 41) recently named the Junior Great Books program as one of two exemplary curricula in language arts for the middle grades.

THE HIGH SUCCESS NETWORK ON OUTCOME-BASED RESTRUCTURING
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Fax (303) 524-9665

Contact: Susan Kraemer, Program Manager

William Spady, the director of the High Success Network defines outcome-based education (OBE) as "design[ing] and organiz[ing] all curriculum and instructional planning, teaching, assessing, and advancement of students around successful learning demonstrations for all students." The theory behind OBE grew out of the research of John Carroll and Benjamin Bloom in the late 1960's. According to Spady, Carroll and Bloom advocated the use of "standards that define the substance of what is to be learned and demonstrated rather than on the distribution of student scores, percentiles, or comparative performances." Their vision of OBE was to allow each student to take as much time as needed to meet these high performance standards.

The High Success Network is the most prominent of the organizations that promote OBE, and its programs apply across all grade levels. The Network provides assistance to school districts interested in implementing OBE through a program called The Seven Steps. Each of the seven "steps" consists of a two-day workshop plus follow-up activities. The program leads school districts to design exit outcomes (what students should know, be able to do, and be like when they leave the school system), and align their curriculum and assessment tools with the outcomes. The Network staff works with selected school districts by contract.

In October 1992, the Network and the National Association of Secondary School Principals (see p.50) co-sponsored the first national conference on outcome-based education and restructuring. Following the national conference were a series of regional conferences. In July 1993, the Network, with the National Middle School Association (see p.61), will host the First International Conference on Middle Schools for the Twenty-First Century. For schools engaged in OBE, the Network also publishes a newsletter called *The High Success Connection.*

There are other organizations that promote OBE, including Outcomes Associates (P.O. Box 7285, Princeton NJ 08543, 609-683-0955), and the National Center for Outcome Based Education (15429 Richwood Avenue, Fountain Hills AZ 85268). The relationship among these groups and the High Success Network is unclear.

HIGHER ORDER THINKING SKILLS PROJECT

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Contact: Stanley Pogrow, Director and Founder

Started in 1984, the Higher Order Thinking Skills (HOTS) project assists low-achieving students in grades four to seven to develop critical thinking skills that are needed to succeed in their regular subjects. Students participating in HOTS use computers and corresponding software to improve these skills, and instructors of HOTS employ Socratic teaching methods to stimulate student thinking.

Most middle-level schools use HOTS with students who qualify for federal compensatory education or Chapter I funds. Students attend HOTS classes four to five periods a week for two years. Teachers use detailed lesson plans to engage students in conversations requiring them to think logically and critically. Students develop reading, writing, and math skills through computer programs that prompt them to test ideas and find solutions. HOTS teachers participate in a one-week training program in which they learn to use Socratic teaching methods. Teachers practice how to judge the value of students' answers and predictions, and patience, to give students time to think, is emphasized.

With a 1989 grant from the Edna McConnell Clark Foundation (see p.23), the HOTS staff developed a middle level "transition" model in which all students, after two years of HOTS, move into high-level classes in the core subject areas. With a second grant from Clark in 1991, HOTS is implementing this model at seven schools in five cities. Four of these schools (also supported separately by Clark) are in **San Diego** and **Oakland CA**. The other three are in **Anchorage AK**, **Detroit MI**, and **Birmingham AL**.

Also with Clark support, HOTS convened education and subject-area experts to identify exemplary curricula for the middle grades in mathematics, science, social studies, and language arts. The group looked for curricula that promote the achievement of low-performing students through higher order thinking skills and challenging content. HOTS has published a guide for each subject area, describing the evaluation criteria and final curriculum selections. Based on these reviews, the National Middle School Association (see p.61) published a series of booklets called *Middle School Exemplary Curricula: Top Rated Thinking-in-Content Curricula for All Middle School Students*.

The HOTS staff is also developing a pre-algebra program that applies the same methods as the regular HOTS program. Starting in 1993-94, 30 middle level schools will field test this program, and the complete program will be available in the fall of 1994.

Over 1,800 schools in 47 states are currently using the HOTS program. Of these, approximately 430 are middle or junior high schools.

INSTITUTE FOR RESPONSIVE EDUCATION
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Contact: Etta Green Johnson, Director

Founded in 1973, the Institute, housed in Boston University's School of Education, is a nonprofit public interest organization that pursues equity issues in educational restructuring. The Institute's advocacy projects solicit citizen participation as an essential ingredient in school improvement. The Institute, in partnership with Corwin Press and the Center on Families, Communities, Schools, and Children's Learning (see p.18), publishes the magazine, *Equity and Choice*, three times a year.

Organized by the Institute, the League of Schools Reaching Out is a national network of 75 schools (22 are middle/junior high schools) that are increasing family and community involvement for the purpose of ensuring academic and social success for all children. Many League schools operate in clusters, and hold activities and events together. Participating schools create family centers in their buildings, offer family support services, and conduct home visits. Other League schools have created small "research" teams of parents and teachers that examine the relationship between the community and the school, and how to improve the connection between them. Some schools have established partnerships with local businesses and community organizations whose staff, in turn, mentor or tutor students. The Institute staff assist schools in various ways: referring them to other organizations or member schools facing similar issues; giving advice about fund-raising; and distributing a newsletter called *Working Papers* that addresses common questions and shares new program ideas.

Grants from seven foundations support the League and its member schools. Researchers affiliated with the Center on Families, Communities, Schools, and Children's Learning are consultants to the League.

INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION
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Contact: Josie Danini Supik, Director, Center for Prevention and Recovery of Dropouts

The Association promotes the educational success of poor and minority students through its involvement in the following areas: curriculum development, technology, training and technical assistance, dropout prevention and recovery, family and community involvement, and early childhood education. It also conducts evaluations of projects, and provides advocacy and legal research services.

The Association's Center for Prevention and Recovery of Dropouts designed and tested the Coca-Cola Valued Youth Program (VYP), a cross-age tutoring program that pairs low-achieving middle and high school students with elementary students. A VYP teacher/coordinator provides tutors with weekly classes on developing their own critical thinking skills, and building tutoring strategies. As they work with younger children, tutors receive continuous guidance from their teacher/coordinator. After a two-week classroom observation period, the tutor spends a minimum of four hours a week working with three students. Tutors receive a minimum wage stipend. VYP sponsors other activities for the student tutors, such as field trips to explore job and cultural opportunities in the community. Student tutors meet and talk with successful professionals of the same ethnic/racial backgrounds. Tutors are recognized with certificates.

Twenty-one secondary (including middle level) and 21 elementary schools in **California, Florida, New York, Idaho, Oregon, and Texas** participate in VYP. Five secondary/elementary school "clusters" are funded by a Coca-Cola Foundation grant to the Association. The other schools are funded through federal, state, and local monies.

The Association has a 20-member professional staff, and six work with VYP.

LILLY ENDOWMENT INC.
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Contact: Joan Lipsitz, Program Director

The Endowment was established in 1937 by the owners of the pharmaceutical firm, Eli Lilly & Company. With assets of nearly $4 billion, the Endowment awards $40 million in grants annually to projects in elementary and secondary education. In addition to education and youth development, the Endowment supports community development efforts, and public service projects by religious institutions. Projects in Indianapolis and the state of Indiana receive the majority of the Endowment's grants. Most education grants are restricted to public schools in Indiana.

In 1986, the Endowment launched its Middle Grades Improvement Program with $8.25 million in support. The centerpiece of the Program is 16 **Indiana** school districts seeking to improve student achievement outcomes, and create school environments that facilitate the healthy development of young adolescents. Each district has received up to approximately $300,000 through two planning and two implementation grants; the current grants end in December 1994. Participating districts and their middle schools are focusing on changes in curriculum and instruction, school climate, organization, and governance. In the 16 districts, the Endowment has awarded additional grants to exceptional schools and groups of teachers for innovative classroom projects.

The Education Development Center (see p.29) has been providing technical assistance to 10 of the Program's districts for the last five years. As a result of the evaluation of the Program, a monograph and book will be published by the Center. There is also a support mechanism maintained by the 16 districts called the Middle Grades Improvement Program Network. With funds from the Endowment, it organizes staff development workshops and events, and publishes its own newsletter and journal. In April 1993 with support from the Endowment, the Education Writers Association (see p.32) published *Gentle Ambitions: Indiana's Thoughtful Middle Grades Movement*, summarizing the changes made by middle schools across the state.

The Endowment is also supporting work at the state level. The Indiana Department of Education is currently redeveloping the Indiana Middle Level Education Association, which will expand staff development opportunities for middle grades educators.

THE MATHEMATICAL ASSOCIATION OF AMERICA
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Contact: Florence Fasanelli, Director of SUMMA Intervention Programs

SUMMA (Strengthening Underrepresented Minority Mathematics Achievement) is a major program of the Mathematical Association of America, a 33,000-member professional society of university faculty, high school teachers, research mathematicians, and graduate and undergraduate students. Started in August 1990 as a ten-year project, SUMMA is trying to increase the participation of African-Americans, Latinos, and Native Americans in the fields of mathematics, science, and engineering, and improve math education for these groups. The Association's Committee on Minority Participation in Mathematics oversees SUMMA's seven projects.

One SUMMA project serves minority middle and high school students through assisting university faculty to develop and implement math/science enrichment programs. In 1992, there were 67 such programs in 26 states and the District of Columbia, and all are briefly described in SUMMA's *Directory of Mathematics-based Intervention Projects*. The majority of these programs are held in the summer, with some hosting activities during the school year. Forty-three programs have participants in grades six, seven, and/or eight. In November 1992, the Association established a SUMMA Consortium to disseminate information about these programs, and provide a variety of services to the directors of the programs. For the Consortium, SUMMA publishes the *Project Director's Handbook*, and a quarterly newsletter.

With support from the Carnegie Corporation of New York (see p.9), SUMMA began offering small grants in 1991 to facilitate the designing of at least ten new programs each year with a long-term goal of every college or university sponsoring a math/science program for minority youth.

SUMMA's other projects focus on attracting minorities into teaching math at all levels, organizing and developing math departments at minority institutions of higher education, and increasing minority students' participation in math at majority institutions.

MDC INC.
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Contact: David Dodson, Executive Vice President

MDC was founded in 1967 as the North Carolina Manpower Development Corporation. Today, it pursues two broad issues — the development of the workforce and the rural economy — through research, technical assistance, demonstration projects, and publications (such as *America's Shame, America's Hope: Twelve Million Youth at Risk*). Most of MDC's projects are in the southeast region of the country.

MDC operates several education projects that aim at increasing student achievement and strengthening the future workforce. In October 1992, it selected six sites **(Louisville KY, Birmingham AL, Gainesville FL, Wilmington NC, Stone County MS, John's Island SC)** to participate in the Alliance for Achievement, a project to establish cooperative relationships among middle schools, high schools, and community colleges. The goal is to increase middle school students' achievement, and expand their future educational and career options. During 1992-93, MDC met with the teams twice to help create a collaborative project incorporating career exploration, parent involvement, high content curriculum, and educational counselling. In 1993-94, each site will receive $25,000 to implement the project. The Alliance is supported by the DeWitt Wallace-Reader's Digest Fund (p.79), the Pew Charitable Trusts (p.68), and BellSouth Foundation (see p.8). In May 1993, MDC published a resource guide for the Alliance sites, called *Walking the Talk: Increasing Educational Options for Southern Youth*. It describes promising programs for raising student aspirations and increasing their future opportunities.

In Indiana, MDC is organizing a project to build school guidance and counselling programs that promote high achievement for all students. With support from the Lilly Endowment, MDC staff train and assist seven teams of educators representing districts, high schools, and one middle school.

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Contact: Julian Zaragoza, Program Director

Mathematics, Engineering, and Science Achievement, or MESA, prepares African-American, Native American and Latino students in California to complete college degrees and pursue careers in math, science, and engineering. MESA's secondary program currently has 18 locations (each at a state or private university), and involves a total of over 250 elementary, junior high/middle, and high schools, and 10,000 students. Each MESA center has an advisory board with representatives from the public schools, higher education, and industry. Three of the 18 centers serve elementary schools, and the other 15 target both middle grades and high school students. The participating junior high/middle schools were selected because their students feed into high schools with MESA programs.

Students in the MESA secondary program form study groups, receive tutoring help and academic advice, and participate in enrichment activities (Saturday academy, summer school, MESA "period" during the school day). They visit local college campuses, meet with industry representatives, and explore career options. At an event called Junior MESA Day (one for southern California, and another for northern and central California), students compete in math and writing contests, and perform science experiments and games. Of the high school MESA participants, 73 percent enroll in four-year colleges while the enrollment rate for underrepresented minorities in the state is just 13 percent.

MESA also sponsors a program for underrepresented minority undergraduates to complete engineering degrees. These students account for almost two-thirds of California's bachelor's degrees in engineering earned by African-Americans, Latinos, and Native Americans. In 1992, 665 program participants received engineering degrees. Four community colleges participate in another MESA program to increase the number of science majors who successfully transfer to and receive degrees from four-year institutions. There is also a program to increase interest among Native American youth in math and science. Many of the 11 centers for this program called Success Through Collaboration are located in reservations.

Programs modelled after MESA have been established in 14 other states, including New Mexico, Maryland, South Dakota, Oregon, Colorado, and North Carolina.

MICROSOCIETY INC.
c/o Consortium of Microsociety Schools
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Bala Cynwyd, PA 19004
(215) 660-9010
Fax (215) 664-0912

Contact: Carolynn King, Executive Director, Consortium of Microsociety Schools

Developed by educator George Richmond, Microsociety is a program to recreate the school as a microcosm of modern American society. The purpose is to connect school learning to real-life work experience by having students run a government, create a mock currency, and operate private and public institutions. Based on Richmond's now out-of-print book, *The Micro-Society School: A Real World in Miniature*, the program is being implemented intensively in five schools — the first Microsociety school (grades K-8) in **Lowell MA**, and four schools in **Massachusetts** and **New York** (one is a junior high in New York City's District 1, which began the program in September 1992). After a publicity blitz in late 1992, the Microsociety staff discovered that there were about 50 other schools around the country that were either using the program or preparing to do so.

A participating school must meet a few minimum requirements. There must be space within the school building to set up the microsociety. Because the program relies on teachers to be flexible and creative, the commitment of the staff and principal is essential. Funds are needed to purchase basic equipment and raw materials, although the microsociety should become self-supporting. It is best to have a Microsociety coordinator who can organize resources, raise funds, and recruit volunteers to consult the program and assist students.

Following morning classes in core subjects, students participate in Microsociety in the afternoon. The program emphasizes four major components: internal system of currency, markets (labor, capital, goods and services, information), private and public property, and organizations (non-profit, government agencies, for-profit). Microsociety is designing a unique set of student and school outcomes which are educational equivalents of the larger society's measures of progress (e.g., gross school product, rate of job creation, voting, jury service, crime rates).

The Consortium of Microsociety Schools is currently comprised of the five active schools, and meets twice a year. Membership is open to schools and other institutions, individuals, and professional groups. In addition to the direct assistance provided by the Microsociety staff, participating schools have local advisors who contribute different expertise.

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
1615 Duke Street
Alexandria, VA 22314-3483
(703) 684-3345
Fax (703) 548-6021

Contact: Deborah Reeve, Assistant Executive Director

The Association serves over 26,000 elementary and middle school principals and other school leaders in the U.S., Canada, and overseas. Approximately 85 percent of its members are principals of schools with one or more of grades six, seven, and eight. Founded in 1921, the Association believes that the progress and well-being of children must be the main mission of elementary and middle schools, and that the expertise, dedication, and leadership of a principal are crucial to developing quality education in these schools. The Association has affiliates in every state and the District of Columbia, and offers a variety of services to members. Its magazine (*Principal*) and newsletter (*Communicator*) are its most prominent publications. Each issue of *Principal* magazine has a special section called Middle School Notes.

The Association's annual convention attracts 5,000 participants, and offers more than 200 sessions. The convention features a group of programs and sessions devoted to middle school issues, and a middle school focus group meets at the event every year. The Association provides a wide range of periodicals and special publications to members, such as *Standards for Quality Elementary and Middle Schools*, *Proficiencies for Principals — Elementary and Middle Schools*, and *Effective Teachers — Effective Evaluation in America's Elementary and Middle Schools*.

Three professional development programs are available through the Association: an intensive two-day program for principals to assess their skills through simulations and case studies (Administrator Diagnostic Inventory); five three-day workshops to enhance principals' site-based management skills (Certificate of Advanced Proficiency); and a one-week summer session for networking (National Fellows Program).

The Association also sponsors awards programs for schools ("Blue Ribbon" Schools), individual principals (National Distinguished Principals), and students (American Citizenship Awards) at the elementary and middle levels.

The Association's 1992-97 strategic plan includes an effort to expand middle level involvement through increasing programs and products that target the middle grades, and exploring collaborative opportunities with other middle grades associations such as the National Middle School Association (see p.61).

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
1904 Association Drive
Reston, VA 22091-1537
(703) 860-0200 or (800) 253-7746
Fax (703) 476-5432

Contact: Laurel Martin Kanthak, Associate Executive Director

The Association's mission is to improve the education of middle and high school students by providing professional development services for principals and assistant principals. Of its 43,000 members, 14,000 are middle school principals or assistant principals.

The Office of Middle Level Education of the Association provides a wide range of services for its members, including publications (such as the quarterly magazine *Schools in the Middle: Theory into Practice*) and audio and video tapes, and public relations assistance to build school-community relationships. It contributes a column about the middle grades in the Association's monthly newsletter, and produces three to four monographs per year on middle grades topics. Recent monographs include: *Inside Grade Eight: From Apathy to Excitement*, by John Lounsbury and Donald Clark; *Middle Level Education: Programs, Policies, and Practices*, edited by Jody Capelluti and Donald Stokes; and *Promising Programs in the Middle Grades*, by Joyce Epstein and Karen Clark Salinas.

In addition to special programs at the Association's annual convention, the Middle Level Education office organizes two national middle level conferences and a middle level colloquium, an intensive one-week in-service for middle level administrators.

For a study released in February 1993, the Association surveyed 570 middle school leaders about the state of middle grades education. The study concluded that "reforms associated with the middle schools movement are far from standard practice." The results are summarized in the *National Study of Leadership in Middle Level Education*.

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS
300 River Place — Suite 3600
Detroit, MI 48207
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Contact: Maureen Martin, Assistant Director of Development

The Board was established in 1987 to improve student learning through developing a system of advanced, voluntary certification for elementary and secondary school teachers. Its purpose is to produce high and rigorous standards for what teachers should know and be able to do.

The Board classifies each certificate area by the age of students and subject area. Instead of grade levels or school types, it uses four overlapping age groups: early childhood (3-8), middle childhood (7-12), early adolescence (11-15), and adolescence and young adulthood (14-18). Teachers may pursue either a subject-specific or generalist certificate for each age group (e.g., Early Childhood/Generalist, Early Adolescence/Science). In all, the Board will create over 30 certificate areas of which at least 13 will relate to teaching in middle schools.

To establish standards of excellence in each certificate area, the Board appoints a committee consisting of distinguished subject area teachers, and other experts in human development, teacher education, and the subject area. The committees recommend to the board of directors the specific standards teachers should meet in each certificate field. To date, seven standards committees have been named. In December 1992, the standards committee for Early Adolescence/English Language Arts certification issued its draft standards, and the committee for the Early Adolescence/Generalist area issued its draft in April 1993.

Applicants for National Board Certification must meet its standards through performance-based assessments. The assessment instruments — including on-site observations, interviews, essays, and subject matter tests — are being developed by a network of universities serving as Assessment Development Laboratories. Each Laboratory will work with one or more standards committee (described above). There are approximately 165,000 teachers in more than 100 school districts around the country who are testing the assessments (these districts make up what is called the Field Test Network). Currently, the University of Pittsburgh School of Education is developing assessments for the Early Adolescence/English Language Arts certification, and the University of Georgia for Early Adolescence/Generalist.

NATIONAL CENTER FOR EFFECTIVE SCHOOLS
RESEARCH AND DEVELOPMENT
Wisconsin Center for Education Research
School of Education
University of Wisconsin — Madison
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Madison, WI 53706
(608) 263-4730
Fax (608) 263-6448

Contact: Edie L. Holcomb, Associate Director

The Center's goal is to promote the "effective schools" research (as conceptualized by the late Ronald Edmonds) by helping schools ensure that all students receive a quality education and an equal opportunity to learn. The Center's three major services are targeted at elementary, middle, and high schools. The Center operates a staff development program called School-Based Instructional Leadership (SBIL) which was developed in 1991. Central office staff and school leadership teams (including school-level administrators, teachers, support staff, parents, and secondary students) participate in SBIL training which consists of simulations of actual activities they will coordinate back in their schools. Topics covered include developing and implementing the school improvement plan, creating change in the school culture, and improving schools through teamwork. There is also a training of trainers component of SBIL for individuals who have been trained once and want to assist other schools in their district or region. The Associate Director is in charge of SBIL. The Center has developed reference books for both types of training, and sells an overview video of SBIL.

The Management Information System for Effective Schools (MISES) is a computer software package that enables teachers and administrators to collect and analyze data to produce student lists or reports, monitor scores, and create a database of student progress. Developed by Donald McIsaac, an education professor at the University of Wisconsin-Madison, MISES (one package costs $495) is currently being piloted by schools around Madison and Milwaukee.

The Center also publishes a quarterly newsletter, *Focus In Change*, and biannual booklet, *Research and the Classroom*. Schools, individuals, or organizations may purchase a membership to the Center, which includes receiving these publications. Recent topics featured in the publications include total quality management, multiculturalism, and the politics of textbook adoption.

NATIONAL CENTER FOR IMPROVING SCIENCE EDUCATION
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Washington, DC 20036-4907
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Contact: Senta Raizen, Director

The Center's mission is to promote change in state and local policies and practices in science curriculum, teaching, and assessment. Its core work is to help policymakers and educators synthesize research, learn about exemplary practices, and adapt them to their own schools or districts. Every year, the Center selects one theme within science education to study in-depth, such as elementary science curricula, training of prospective teachers of science, or science and technology in vocational education.

Although the Center is involved in science education at all grade levels, several of its publications address the middle grades, including *Assessment in Science Education: The Middle Years*, and *Building Scientific Literacy: A Blueprint for Science Education in the Middle Years*. The Center also has a Science Technical Assistance Team whose members are available to assist any school, organization, or university to review science curricula (K-12), train teachers to use specific instructional strategies, and/or develop alternative assessment procedures. In 1990 and 1991 with support from the Edna McConnell Clark Foundation (see p.23), the Center helped four school systems assess science education in the middle grades.

The Center provides technical assistance to a four-year effort by the U.S. Department of Energy and its Regional Laboratories to ensure successful participation of females and minorities in college preparatory math and science programs sponsored by the Laboratories.

Seven professional staff work for the Center, which is a division of The NETWORK, a nonprofit school improvement and educational training organization located in Andover MA.

NATIONAL CENTER FOR RESEARCH IN
MATHEMATICAL SCIENCES EDUCATION
Wisconsin Center for Educational Research
School of Education
University of Wisconsin at Madison
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Contact: Thomas Romberg, Director, Maths in Context

The Center's mission is to establish a research base for reforming K-12 math education. Using the curriculum and teaching standards of the National Council of Teachers of Mathematics (NCTM) as a foundation for its work, the Center engages in projects focused around the teaching and learning of five topics: whole numbers, algebra, number systems, geometry, and statistics. For each of these topics, researchers of the Center also examine how curriculum reforms are implemented in classrooms, and identify a variety of assessments aligned with the goals set out by the NCTM standards.

One of the Center's major efforts in the middle grades is Maths in Context, a comprehensive math curriculum for grades five to eight. Supported by a four-year grant from the National Science Foundation (p.81), this 40-unit curriculum makes extensive use of real-world applications of mathematical concepts, and emphasizes the connections between numbers, algebra, geometry, and statistics. Students will benefit through learning math by inquiry and analysis rather than memorizing disjointed facts and rules.

Maths in Context is a modified and expanded version of existing math units written by Dutch researchers at the University of Utrecht. The Center is collaborating with these researchers to add new units that are relevant to American students. In 1992-93, four Wisconsin school districts piloted drafts of individual units, and during 1993-94 and 1994-95, at least three districts (**Ames IA, St. Louis MO, Milwaukee WI**) will test the entire curriculum. Encyclopedia Britannica Educational Corporation will publish the final version in 1995. The Center is developing resource and supporting materials for the curriculum, including a teacher's guide, assessments, and computer software. The Center occasionally publishes a newsletter that describes project activities and sample curriculum units.

NATIONAL CENTER FOR SERVICE LEARNING IN EARLY ADOLESCENCE

Center for Advanced Study in Education
Graduate School and University Center
City University of New York
25 West 43 Street — Suite 612
New York, NY 10036-8099
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Contact: Joan Schine, Director

The Center is a leading advocate and developer of service learning programs in middle schools. Service learning is a form of community service performed by young people that combines meaningful work with training and regular, on-going reflection about the service. Piloted in three schools in 1982, the Center's Early Adolescent Helper Program is currently being implemented in New York City schools and in about a dozen sites outside of New York City. The Helper Program involves middle school students in work with younger children or the elderly in their communities, and the students' experience is supplemented by weekly seminars led by a trained adult. The Center has designed a service learning curriculum for the Helper Program.

The Center also functions as a clearinghouse which collects and disseminates information on model service learning programs, and keeps listings of materials, publications, and individuals/organizations with expertise in service learning. Resource guides for how to implement service learning programs are available from the Center, as well as training tools, videotapes, and a newsletter published three times a year.

The Center's four staff members conduct training for schools and community organizations around the country. The Center receives major support from the DeWitt Wallace-Reader's Digest Fund (see p.79).

NATIONAL COMMITTEE FOR CITIZENS IN EDUCATION
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Contact: Anne Henderson, Associate

Since 1973, the Committee has worked to improve the education of children by encouraging and assisting citizens, including parents, to strengthen public schools. As a non-profit public interest organization, the Committee is an advocate for citizens, and helps them gain and use information and skills to influence the quality of public education. Over 375 parent groups in 47 states are affiliated with the Committee.

The Committee has produced several publications aimed at increasing parent involvement in middle schools for the purpose of increasing student learning. All of these are written in a jargon-free style that is clear and easy to understand. The Middle School Years: A Parents' Handbook, published in 1989, introduces parents of middle school-age children to the middle school, and suggests ways to get involved so that their children succeed in school. The book discusses such relevant topics as risks of dropping out of school, "normal" behaviors of 10- to 14-year-olds, suspension, and tracking. *Helping Dreams Survive: The Story of a Project Involving African-American Families in the Education of their Children* provides "powerful testimony" to the commitment of inner-city African-American families to their children's education. This book is based on the experiences and lessons from a parent involvement project called With and For Parents in the Harlem Park Middle School community in Baltimore MD. Author Jocelyn Garlington, who previously directed With and For Parents, vividly captures the project's experiences in the neighborhood, and describes the project's progress and setbacks in bridging the gap between the families and the school.

In 1993, the Committee finished developing *Taking Stock: The Inventory of Family, Community and School Support for Student Achievement*. This inventory is aimed at improving the relationship between schools and families for the purpose of increasing student performance. A resource that can be used by schools of any level, *Taking Stock* is a process for school staff, parents, and community members to determine how they might improve communication and collaboration. The inventory includes a questionnaire in English and Spanish for families and a questionnaire for educators, and outlines specific steps for developing and implementing an action plan. The supplementary software may be purchased with the binder of *Taking Stock* materials. The software assists with scoring and interpreting the results from questionnaires.

The Committee also disseminates other publications on various aspects of education. Its newsletter for parents is called *NETWORK*. The Committee also monitors federal legislative and executive activities relating to public education, and works closely with other national education groups.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION
2010 Massachusetts Avenue, NW — Suite 200
Washington, DC 20036-1023
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Contact: Arthur Wise, President

The Council was established in 1954 as the professional accrediting agency for teacher education, and is authorized by the U.S. Department of Education. In order for student performance to improve, the Council believes that teachers must be trained in institutions and programs that meet rigorous, national standards. Currently, there are 51 sets of standards for teacher preparation (50 states plus Council standards) that vary greatly in substance and enforcement. The Council supports the development of national standards for teacher education to complement the movement toward national standards for student performance. Twenty-seven professional education organizations representing teachers, teacher educators, policymakers, and school specialists, such as the Council of Chief State School Officers (see p.28), National Council of Teachers of English, and National Middle School Association (see p.61) make up the Council's membership.

The Council currently accredits only about 500 of more than 1,200 institutions that prepare teachers. The Council's accreditation and self-evaluation process is voluntary. Presently, 243 schools of education or universities offer accreditation specifically for the middle grades, and 35 volunteered to be evaluated by the Council. Only 14 of the 35 are meeting the Council's standards.

The Council operates through four policymaking boards and the board of examiners which makes site visits to institutions seeking accreditation. Volunteers from the member organizations serve on these boards. The unit accreditation board determines the accreditation of schools of education through reviewing the visits of the examiners and the record of the institution. The state recognition board identifies states whose teacher education program approval systems meet national standards. The specialty area studies board approves curriculum guidelines of national subject area associations such as the National Council of Teachers of Mathematics. An executive board oversees all Council activities.

In 1992, the Council published its *38th Annual Guide to Accredited Education Programs/Units* which lists and describes accredited colleges of education. Other publications include the *Handbook for Institutional Visits*, *Handbook for Continuing Accreditation*, and *Standards, Procedures and Policies for the Accreditation of Professional Education Units.* The Council's newsletter, *Quality Teaching*, is available three times a year.

THE NATIONAL FACULTY
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Atlanta, GA 30303
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Contact: Benjamin Ladner, President

In 1968, Phi Beta Kappa and several other academic societies created a network of university scholars called the National Faculty to provide K-12 teachers a process of professional development and intellectual growth that is based on increased mastery of the subjects they teach. More than 600 scholars and university professors currently serve in the National Faculty, and they are carefully screened for their content expertise, and ability to apply their knowledge to K-12 school environments.

School systems must contract with National Faculty for its services, and provide release time to teams of teachers who work with scholars on-site during the school year. Programs with individual school districts usually last for two or three years. The scholars also hold seminars during the school year, and sessions during the summer. Classroom teachers work directly with National Faculty scholars in their disciplines, receive time for individual study, and collaborate with their colleagues across the disciplines. The National Faculty staff, teacher participants, and scholars jointly design the program so that it is tailored to the needs of the local school and its students. Examples of past and present programs include: improving K-12 math instruction with emphasis on teaching math to bilingual students (U.S. Virgin Islands); revamping math and science curricula for grades nine and ten in five Boston high schools; and preparing eighth grade history teachers to teach a new state-mandated course about North Carolina history.

The National Faculty also sponsors regional and national projects. The Smithsonian project enables teams of teachers to work with their local museums, and spend a month during the summer at the Smithsonian museums in Washington, DC. The Academy for **Pennsylvania** Teachers provides month-long sabbaticals to teachers during the school year, and during summers classroom teachers collaborate with National Faculty scholars at Pennsylvania State University. Linking teams from school districts in the seven-state region in the **Mississippi** Delta, the Academy for Delta Teachers offers assistance in English, history, science, mathematics and geography. The recently established Pacific Northwest office, funded by the DeWitt Wallace-Reader's Digest Fund (see p.79), serves teachers and programs in **Washington, Oregon, Alaska, and Hawaii**.

Of the districts currently involved with the National Faculty, at least five (**El Paso TX, Tukwila WA, Juneau AK, Pembroke NC, and the Virgin Islands**) have middle school teachers participating in the program. The Smithsonian project, Academy for Pennsylvania Teachers, and Academy for Delta Teachers also have middle grades participants.

National Faculty publishes a quarterly newsletter called *Forum*, which profiles new or existing programs.

NATIONAL GEOGRAPHIC SOCIETY EDUCATION FOUNDATION
1145 17th Street, NW
Washington, DC 20036
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Contact: Missey Hyatt, Program Officer

The National Geographic Society established the Foundation in 1988 to support a state geography network, bolster geography instruction in urban schools, and enhance preservice teacher education in geography. Universities, school districts, and state education departments from 49 states and Puerto Rico comprise the Geographic Alliance Network which is dedicated to restoring the teaching of geography in schools. Each participating state receives up to $50,000 annually from the Foundation if the funds are matched by state governments or private sources.

In addition, the Foundation has awarded $250,000 each to school districts in San Antonio TX and Kansas City MO. In **San Antonio**, the district and Texas state alliance are working together to provide in-service workshops for middle and high school teachers of geography. Teachers are encouraged to use geography as a means to keep students interested in learning and in school. In 1992, geography, science, and social studies teachers developed interdisciplinary units for the middle grades. The district is also establishing a geography resource center to benefit teachers, students, and parents. The grant also supported a geography-based summer school for low-achieving students.

The **Kansas City** project was developed to infuse geography into 20 elementary and middle schools. Teachers from these schools will be writing new K-8 geography curriculum units that emphasize interactive, hands-on learning, and will lead lesson demonstrations for their colleagues. Deborah Doyle is in charge of the project, and assists the teachers involved.

To support preservice training for teachers of geography, the Foundation made a grant to the University of Northern Colorado. The Foundation is also involved in geography projects in **Tennessee** and **California**.

NATIONAL MIDDLE SCHOOL ACTIVITIES ASSOCIATION
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Fax (316) 232-3521

Contact: Bert VanLuyck, Associate Director

A 1,000-member non-profit organization founded in 1990, the Association is dedicated to promoting high quality sports, recreational, and social activities that are developmentally responsive to the needs of early adolescents. Written materials and video and audio cassettes are available from the Association to assist educators developing recreational programs. The Association offers a one-day workshop called Activities for L.I.F.E. (accompanying workbook to be published soon) which helps teachers, coaches, activity directors, and administrators plan for athletic and social programs that nurture leadership, independence, fitness, and self-esteem. The Association can also refer educators to other professionals who can assist them in planning successful programs. Beyond the workshop, the Association holds an annual summer conference.

Fives times a year, the Association publishes *Mid Sports*, a newsletter for educators and other adults who develop, administer, and coach middle school activity programs. In the fall of 1993, the Association will publish a book on coaching middle school athletics, and making sports activities more rewarding for all students.

NATIONAL MIDDLE SCHOOL ASSOCIATION
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Columbus, OH 43229-6292
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Contact: Lynn Wallich, Director of Professional Development

Established in 1973, the Association represents middle level professionals interested in the educational and developmental needs of youth between the ages of 10 and 15. It serves over 10,000 members through such services as the annual conference, publications, and a network of 43 affiliates throughout North America and western Europe. The Association describes its philosophy and mission in a booklet called *This We Believe*, explaining the rationale for creating developmentally responsive schools for young adolescents.

The annual conference attracts the largest number of participants (over 8,000 in 1992), but there are other professional development gatherings that the Association sponsors. In 1992-93, there were 18 such gatherings, including four regional conferences and a conference on urban middle level reform. The themes of the other conferences include building a master schedule, teacher preparation, curriculum, and leadership.

The *Middle School Journal* is the Association's leading publication, and each of the five issues per year contain 10 to 12 articles on various topics. *Midpoints* is a series of occasional papers that highlight new research or programs for the middle grades. In addition, the Association publishes an annual resource catalog that contains over three dozen titles on topics such as curriculum and instruction, advisory programs, families, and development concerns about young adolescents.

The Association is a member of the National Board for Professional Teaching Standards (see p.51) and the National Council for Accreditation of Teacher Education (see p.57). In February 1993, it collaborated with the National Staff Development Council (see p.63) to co-sponsor the second conference on urban middle level reform. The Association also creates materials for middle level education week in cooperation with the National Association of Secondary School Principals (see p.50). By September 1994, the Association will be the permanent home for *High Strides*, a tabloid featuring programs from urban middle schools. Currently, the Association is working closely with the Education Writers Association (see p.32) to ensure a smooth transition in the writing, publication, and dissemination of the tabloid.

NATIONAL RESOURCE CENTER FOR MIDDLE GRADES EDUCATION
University of South Florida, College of Education
4202 Fowler Avenue — EDU 118
Tampa, FL 33620-5650
(813) 974-2530
Fax (813) 974-3826 (Specify Center)

Contact: Sandra Schurr, Director

Established in 1985, the Center provides middle level educators with training and information to plan, implement, assess, and conduct effective programs for early adolescent students. The Center's primary mission is to assist schools serving early adolescents to implement core components of middle schools such as advisory programs, interdisciplinary teaching, exploratory, and cooperative learning.

The Center's staff can conduct workshops on over 60 topics related to middle schools. Each is designed to be approximately six hours, and participants receive a 100-page handbook on the topic. The Center staff have field tested the programs recommended in the workshops, and occasionally hire teachers, team leaders, or administrators from exemplary middle schools to co-lead them. Workshops can be held at the school or school district, or at the Center. The annual *Workshop Offerings Brochure* lists all available topics.

Besides training, the Center collects and evaluates printed materials on middle-level curricula and practices, and makes them available through annotated bibliographies and sampler booklets. In addition to these activities, the National Middle School Association (see p.?) and several publishers have licensed the Center to distribute their publications. The Center also produces many reference, research, and teaching materials listed in its *Products Brochure*.

To assist teams of teachers and administrators evaluating curricula and student performance, the Center has created several needs assessment packages. These include the booklet *How to Evaluate Your Middle School*, surveys to evaluate all major aspects of a middle school program, and *ABC's of Evaluating Middle Level Student*, a handbook of 26 alternative methods of evaluating student performance. For school systems that prefer a professional, objective evaluation of their middle schools, the Center will conduct the assessment, tabulate the results, produce a report outlining the strengths and weaknesses, and make recommendations.

The Center also hosts an annual symposium for K-12 educators, and a summer institute for teachers and administrators on creating effective middle schools.

The Center's staff of four full-time people and eight part-time consultants work with many school districts throughout the U.S. and in Europe.

NATIONAL STAFF DEVELOPMENT COUNCIL
7602 Kilmichael
Dallas, TX 75248
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Contact: Stephanie Hirsh, Associate Director

A professional association of approximately 6,000 members, the Council is the largest organization with the exclusive mission to improve schools through individual and organizational development. The Council publishes for its members a quarterly journal (*The Journal of Staff Development*), and a monthly newsletter (*The Developer*). Books, monographs, and audio and video tapes on such topics as teacher development and instructional improvement are also available. The Council's annual conference offers over 150 concurrent sessions, and each participant receives an extensive networking guide. The Council also organizes professional development institutes (one to three days), staff development program site visits (two and a half days), a staff development academy (two-year program for staff developers with less than three years experience), and custom-designed workshops for individual districts (by contract). Also by contract, the Council staff conducts technical assistance and staff development audits, and assists with school improvement planning.

There are 30 Council affiliates in the U.S. and Canada, and they are informed about each other's work through their own newsletter. Council members with common interests meet and correspond through various networks.

In 1992 with support from the Edna McConnell Clark Foundation (see p.23), the Council created a national advisory committee for urban middle-level staff development in order for the Council to better serve the professional development needs of urban middle level teachers and administrators. The committee has been representing urban school issues in the Council's publications and conference programs. Also with support from Clark during the 1993-94 school year, the Council will be convening a task force to develop standards for middle level staff development. Participants will be representatives of the major education associations with constituents in the middle grades.

The Council's staff consists of the executive director (located in West Bloomfield MI), associate director (located in Dallas TX), and business manager (located in Oxford OH).

ŒKOS, A FOUNDATION FOR EDUCATION INC.
P.O. Box 10
Glenn Dale, MD 20769
(301) 262-0074
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Contact: Paul Epstein, Executive Director

Founded in 1992, Œkos assists school systems throughout the nation in establishing K-12 Montessori education programs. It conducts research on the effectiveness of Montessori education, designs appropriate curricula, and trains teachers, administrators, and parents on Montessori methods. The founders of Œkos believe that the Montessori model is the most comprehensive and complete one for providing children with schooling that is consistent with how they naturally learn. Developed at the beginning of this century, Montessori methods incorporate whole language, critical thinking, and cooperative learning, and utilize developmentally appropriate instructional materials, strategies, and classroom arrangements. Œkos provides a range of consultant services to school districts interested in implementing Montessori programs. It assists with initial planning, developing and implementing Montessori teacher training programs, estimating costs, and providing information to parents, school board members, and other interested parties.

Montessori middle grades programs provide students with opportunities to design and complete group projects. Students express themselves in a variety of ways — writing, speaking, drawing — while listening to critiques of their work by peers. Œkos is currently involved with seven school systems, and of these, four are developing and implementing middle school programs: **Grand Rapids MI, Prince George's County MD, Fort Worth TX, and Charlotte NC.**

In addition, Œkos assesses and documents Montessori practices. It is also redesigning the model so that it better meets the needs of disadvantaged students and students from diverse cultures and family backgrounds. The staff is investigating the efficiency of the Montessori program, and developing ways to lower its cost.

THE PAIDEIA GROUP INC.
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Chapel Hill, NC 27515
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Fax (919) 932-3905

Contact: Patricia Weiss, President

Between 1979 and 1981, Mortimer Adler and 22 other educators formed a committee to determine how to reform pre-collegiate education, enhance student learning, and ensure equity and democracy in American education. These discussions resulted in Adler writing a book on behalf of this group called *The Paideia Proposal* in 1982. A Greek word meaning the upbringing of a child, Paideia promotes the opportunity for all students to learn through a rigorous liberal arts curriculum. For every subject area, three modes of teaching lie at the heart of Paideia: didactic instruction, coaching, and socratic seminars. To build a knowledge base, students receive information from teachers through lectures or talks. Through coaching by teachers and peers, students practice and master skills introduced in their didactic classes. The culmination of Paideia is the socratic seminar where students develop critical thinking skills, resolve conflicts, and apply knowledge to new situations. In 1983 and 1984 respectively, Adler and the original group published two more books, *Paideia Problems and Possibilities* and *The Paideia Program*, which further develop the Paideia concept. The three "columns" of learning as well as the general framework of Paideia apply to all grade levels, although the middle school concept (with emphasis on interdisciplinary teaming and teaching) seems to best compliment the instructional content and methods promoted by Paideia.

With the endorsement of Adler and other original developers of Paideia, the Paideia Group was established in 1991 as a non-profit organization to train and assist schools interested in using Paideia methods, and to create a network of Paideia schools. The Paideia Group operates on contracts with school districts, and relies on a growing network of trainers who can provide training, follow-up, and demonstrations of Paideia methods. In the summer of 1993, the Group will initiate a program for officially certifying Paideia trainers.

The most active Paideia schools are currently in **Chicago IL, Minneapolis MN, Cincinnati OH, and Chattanooga TN**, and all of these districts have participating middle grades schools. Paideia schools can be divided into roughly three stages of development: those mastering seminars only; those mastering seminars and coaching; those mastering all three modes of Paideia learning, and revamping their curricula. Most schools are in the first two stages, with a few making the transition into the most advanced phase.

Paideia Progress is the Paideia Group's newsletter published three times a year. Also available are training videos, a trainer's guide, and various books (*Paideia Teaching* by Patricia Weiss; *The Paideia Promise*, the fourth book in the Paideia "series" started by Adler, edited by John Clock and Patricia Weiss). Individuals can become members of the Paideia Group for a fee, and attend the regional and annual conferences.

PANASONIC FOUNDATION INC.
One Panasonic Way
Secaucus, NJ 07094
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Contact: Sophie Sa, Executive Director

In 1987 the Panasonic Foundation established its Partnership Program, a five- to ten-year effort to improve student learning in selected districts. Currently, there are seven Partners including six school districts (**Allentown PA, East Baton Rouge LA, Englewood NJ, Minneapolis MN, San Diego CA, Santa Fe NM**) and the **New Mexico** state department of education. The Program's central strategy is to support bottom-up reform, and increase the capacity of schools as planners and implementers of change. In all Partnership sites, the Foundation supports aspects of district-wide reform at the classroom, school, and central office levels. Elementary, middle, and high schools are involved. Rather than direct grants, all Partners receive expert technical assistance on issues such as vision setting, staffing and scheduling, curriculum development, school-site budgeting, and student assessment. Since 1990, Education Resources Group (see p.31) has been evaluating the progress of selected Partnership sites.

The Foundation spends approximately $1 million per year on the Partnership Program.

PERFORMANCE ASSESSMENT COLLABORATIVES FOR EDUCATION
Harvard Graduate School of Education
8 Story Street
Cambridge, MA 02138
(617) 496-2770
Fax (617) 496-2777

Contact: Claudia Pagés Serrano, Project Coordinator, Portfolio Project

The Performance Assessment Collaboratives for Education or PACE is a five-year project that emphasizes assessment and standards as levers for school reform. Funded by the Rockefeller Foundation (see p.72), PACE is changing assessment practices of schools by providing teacher training, helping them set high academic standards for students, and monitoring student and teacher progress. PACE's Portfolio Project is investigating the effects of portfolio-based learning and assessment in middle schools through collaborating with eleven middle schools (**San Francisco CA, San Diego CA, Rochester NY, Pittsburgh PA, Shutesbury MA, and East Irondequoit Central School District, near Rochester NY**).

These schools spent the 1991-92 year discussing standards for student learning in math, science, and literacy, and designing a process for using portfolios. From 1992 to 1995, the schools will implement a portfolio program, and PACE will observe students as they use portfolios to record, reflect on, and present their work. A parallel study will be conducted on how teachers set high standards, measure students' work, and analyze the results to improve instruction. PACE will also evaluate the way participating schools re-think and change school structures and assessment methods based on their involvement with the Project. During 1995-96, PACE will produce case studies of participating schools, analyze data on the benefits for students, teachers, and schools, and disseminate assessment tools that can be used by other schools.

PACE and the Graduate School of Education co-sponsor the Harvard Summer Institute in Assessment, a week-long professional development program for teams of K-8 educators, parents, and school board members to develop diverse forms of student assessment. Using samples of student work and various assessment tools, participants refine their use of portfolios in the classroom, learn how to generate district-wide data through portfolios, and discuss implications for equity in using alternative assessments. The teams who want to redesign their assessment programs are given time and access to faculty members of the School of Education. In 1993, the Institute fee is $690 per person.

THE PEW CHARITABLE TRUSTS
One Commerce Square
2005 Market Street — Suite 1700
Philadelphia, PA 19103-7017
(215) 575-9050
Fax (215) 575-4939

Contact: Lallie O'Brien, Program Officer

Pew is a major supporter of school restructuring in the **Philadelphia** Public Schools. In 1987, Philadelphia's 40 junior high schools were converted into middle schools. Pew has awarded grants since 1990 to the Philadelphia Partnership for Education (PPE), to assist whole-school change efforts and school-based management at selected middle schools. An independent organization that operates under the auspices of the Philadelphia schools, the Partnership was formed in 1988 when two professional and curriculum development organizations merged. In 1992, Pew extended another three years of support for PPE to help restructure curriculum and instruction for grades five to eight, in partnership with the Office of Curriculum and Instructional Support of the Philadelphia Public Schools. PPE will convene students, teachers, administrators, and parents to set the needs and priorities in middle grades teaching, learning, and assessment. PPE is responsible for organizing conferences and summer institutes, and providing small grants and technical assistance.

This project is a major contributor to the Middle School Renewal/Restructuring Initiative established by Superintendent Constance Clayton in the fall of 1991. It also parallels the work of the Philadelphia Schools Collaborative, a major restructuring effort of the high schools.

In 1993, Pew's Education program identified as one of its major interests the restructuring of schools to promote significant improvements in student learning. Toward this goal, Pew will consider several categories of projects including those that support the creation of national standards and new systems for assessing student performance, and develop networks of schools and districts engaged in significant restructuring.

With assets of $3.3 billion, Pew is a national and international philanthropy with a special commitment to Philadelphia, and makes grants in the areas of conservation and the environment, culture, education, health and human services, public policy, and religion. Starting in 1948, the family of Joseph Pew, founder of the Sun Oil Company, created seven individual funds, and these are collectively known today as the Pew Charitable Trusts.

PRINCETON CENTER FOR LEADERSHIP TRAINING
997 Lenox Drive — Suite 304
Lawrenceville, NJ 08648-2317
(609) 844-1040
Fax (609) 844-1011

Contact: Sharon Powell, President

Founded in 1988, the Center designs and conducts leadership training programs in schools and other educational organizations. In June 1993, the Center selected seven New Jersey middle schools to participate in the Partners in Learning Middle Grades Project. Through this project, the schools explore and implement changes that will encourage all students to stay in school, increase their motivation to learn, and improve their academic performance. During next two years, the Center will train leadership teams from Valley Middle School in **Denville Township**, East Dover Middle School in **Dover**, Rahway Intermediate School in **Rahway**, Cleveland Middle School in **Elizabeth**, Lord Stirling Middle School in **New Brunswick**, Somerville Middle School in **Somerville**, and Alexander Batcho Intermediate School in **Manville**. Starting with a three-week summer institute in July 1993, each team will establish a vision for their school, identify strengths and improvement areas, plan a strategy for making changes in curriculum, teaching methods, and school climate, and assess the school's progress toward achieving the vision. The schools will focus on improving school climate during the first year, and move onto other school operations issues in the second year.

The Center will assist the schools by providing information on curricular and instructional innovations, and monitoring the visioning and planning process. By 1999, the project will expand to more than 20 middle schools in three states or cities. The Center has already identified **Philadelphia PA** to be the next site.

The project is supported by a grant from the DeWitt Wallace-Reader's Digest Fund (see p.79).

THE QUASAR PROJECT
Learning, Research, and Development Center
University of Pittsburgh
3939 O'Hara Street
Pittsburgh, PA 15260
(412) 624-7791
Fax (412) 624-9149

Contact: Margaret Smith, Project Coordinator

Launched with a grant from the Ford Foundation in 1989, QUASAR (Quantitative Understanding Amplifying Student Achievement and Reasoning) is a five-year demonstration and research project to improve the mathematical skills of poor, minority students in the middle grades. Through reforming math instruction, schools participating in QUASAR are increasing students' abilities and confidence to solve complex problems, and preparing them for high school math courses necessary for college preparation.

Since the fall of 1990, six middle schools in **Holyoke MA, Philadelphia PA, Atlanta GA, Milwaukee WI, Portland OR, and Santa Ana CA** have been rebuilding their math programs through modifying curricula (to emphasize thinking, reasoning, and problem solving), conducting staff development, and soliciting parent participation. Each school has a resource partner from a local university or education organization who assists with curriculum writing, and meets with teachers for on-going support.

In addition to providing financial support ($20,000 per year for each school) and technical assistance, QUASAR documents each school's progress, and studies the content and quality of classroom teaching, use of assessment strategies, and students' participation and performance in math class. In the fall of 1993, a new set of schools will join the project, and use the programs developed by the original six schools. These new sites will work closely with QUASAR staff to refine the programs.

QUASAR has a core staff of six full-time professionals, assisted by 20 university faculty, researchers, and graduate students.

RJR NABISCO FOUNDATION
1455 Pennsylvania Avenue, NW — Suite 550
Washington, DC 20004
(202) 626-7275
Fax (202) 626-7279

Contact: Foundation office

The Foundation created the Next Century Schools program to support educators devising radically different educational approaches to meet the needs of their students. Between 1990 and 1992, the Foundation awarded three-year grants of up to $750,000 each to individual elementary and secondary schools throughout the U.S. Schools were selected based on their intent to improve student achievement, and the potential for their projects to be adapted and used by other schools and communities. Of the nearly 4,000 schools that submitted proposals, 42 from 23 states and the District of Columbia were selected. By 1995, the Foundation will have invested $30 million in these New Century Schools.

Of the participating schools, seven are middle grades schools. Beeber Middle School in **Philadelphia PA** is replacing its traditional curriculum with theme-linked courses that incorporate reading, writing, geography and science. It is also creating a summer enrichment program for students and a Saturday morning program for adults. Project Achievement at Carl Sandburg Intermediate School in **Alexandria VA** aims at lowering the dropout rate by helping targeted students to apply classroom learning in hands-on after school activities such as running a television station. To help the 97 percent of students who speak Spanish as a first language, De Anza Junior High School in **Calexico CA** groups its students into learning families which give students more personal instruction. In **Brainerd MN**, Franklin Junior High School has instituted a program that emphasizes students working together and helping each other. To increase parent involvement, Franklin developed a voice-mail system, a parent-student exchange day, and parent workshops. Nathan Hale Intermediate School in **Brooklyn NY** has divided into five mini-schools: Academy of Finance, Academy of Arts, Core Curriculum, Special Education Core, and Alternative Program. West Forest (formerly Pepperell) Intermediate School in **Opelika AL** expanded its multi-media and computer instruction, introduced alternative assessments such as student portfolios and parent conferences, and eliminated grouping by age. Douglas Byrd Junior High School in **Fayetteville NC** created a drop out prevention program for 120 students. Ninety percent of these students earned passing grades in 1991-92.

As the schools' three-year grants end, the Foundation plans to support replication of the most successful programs.

THE ROCKEFELLER FOUNDATION
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Contact: Marla Ucelli, Senior Program Advisor

The goal of the Foundation's School Reform Program is to improve public education for urban children from poor families who are at risk of failure or dropping out of school. In 1992, it awarded $6.4 million in grants. The program's three-pronged strategy consists of: (1) helping school systems change the way their schools are organized and managed — through support of the School Development Program (see p.73) pioneered by James Comer; (2) reforming curriculum and instruction in language arts, literature, the arts, and history — through support of Harvard University's Performance Assessment Collaboratives for Education or PACE (see p.67); and (3) modernizing educator training and development through support of the National Collaboratives for Humanities and Arts Teaching and the Michigan Partnership for New Education.

To support whole-school reform through promoting the use of alternative assessments, the PACE project collaborates with eleven middle schools in six districts. Although the Foundation does not support specific districts or schools using the School Development Program, there are middle schools that follow the Program's philosophy and implement its framework. The Foundation's 1992 grants to the School Development Program supported: the preparation of 200 teachers to become local trainers of school-based teams; workshops for 50 principals about leading school change; and an institute for 75 educators from 12 districts on building effective partnerships with universities. The Foundation also helped develop "For Children's Sake," a 14-part, how-to video series and manual on the School Development Program's philosophy and implementation.

In 1992, the Foundation began funding the College Board's Equity 2000 (see p.25) which is assisting middle and high schools in six urban school districts to prepare minority and disadvantaged students to enter and complete college.

With assets of over $2 billion, the Foundation awards grants and fellowships in three other areas: international science-based development, the arts and humanities, and equal opportunity.

SCHOOL DEVELOPMENT PROGRAM
c/o Yale Child Study Center
55 College Street
New Haven, CT 06510-3208
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Fax (203) 737-4001

Contact: Norris Haynes, Director of Research

The School Development Program has grown considerably since 1968 when its founder, James Comer, began work in two elementary schools in New Haven CT. Now, the Program reaches 131 elementary schools and 23 middle schools (concentrated mostly in **Prince George's County MD**) in 15 school districts. With substantial support from the Rockefeller Foundation (see p.72), the Program provides a framework for the teachers, parents, and administrators to address the psychological preparation for school of low-achieving and troubled students. The goal is to change school structures and governance to enhance all students' academic and social development.

Under the Program's framework, each school has a governance and management team consisting of parents, teachers, administrators, and support staff. It determines the school's overall direction, prioritizes and coordinates activities, and builds a sense of ownership among everyone in the school. This team is responsible for constructing a comprehensive school plan which systematically lays out goals for academic achievement, social climate, and public relations. Staff development activities are planned according to needs identified in the comprehensive school plan. This team must also carry out periodic assessments of the school's progress. The mental health team addresses individual student behavior problems, and strategies for preventing such problems. The parent team tries to boost parent participation in the school through academic and social activities.

In January 1993, a private consulting firm in Cambridge MA began conducting a large-scale evaluation of the Program. The Program staff has also evaluated two elementary and two middle schools in New Haven, and compared Program schools to non-Program schools on student achievement and school climate.

The Program is a contributor to the ATLAS Communities project funded by the New American Schools Development Corporation. The other ATLAS collaborators are the Coalition of Essential Schools (see p.24), Project Zero at Harvard, Education Development Center (see p.29), and school districts in Lancaster PA, Norfolk VA, Prince George's County MD, and Gorham ME.

SOCRATIC SEMINARS
c/o Muirlands Middle School
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La Jolla, CA 92037-6299
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Contact: Dennis Gray, Director

The Socratic Seminars program aims at transforming the way students and teachers think (their "habits of mind") as they learn and teach. It promotes a literature-based teaching technique to develop critical reading and thinking skills. In a typical Socratic Seminar session, all members of the group read the same piece of writing ahead of time, then come together to discuss and analyze the text, and exchange viewpoints. Participants (students) are not trained to arrive at the "right" answer but to form their own interpretations of the text based on evidence in it. The philosophy of Socratic Seminars is that children and adults learn most effectively through constructing their own knowledge than through receiving it passively.

Teachers take on the role of a seminar leader, and the questions they ask are crucial to guiding productive discussions. Socratic Seminars provides an initial intensive training, supplemented by follow-up coaching and practice. Most seminar leaders gain the confidence and skill needed to lead Socratic Seminars after 50 to 60 hours of experience.

Director Dennis Gray coordinates a national network of approximately 20 Socratic Seminar Consultants (located in **Alaska, California, Colorado, Illinois, Kentucky, New York, Pennsylvania, and Washington DC**) who are qualified and available to conduct training and coach novice seminar leaders. Many Consultants are themselves classroom teachers who use Socratic Seminars extensively with their own students.

Workshops and trainings are conducted free to employees of the San Diego City Schools. Teachers from other districts can attend any San Diego workshop for a $200 fee. The Consultants' fees range from $350 to $600 per day.

SOUTHERN REGIONAL COUNCIL
134 Peachtree Street, NW
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Contact: Marcia Klenbort, Education Programs Director

As one of the South's oldest interracial organizations, the Council has promoted democracy and opportunity for citizens of the 11 Southern states and beyond since 1944. The Council conducts research, provides technical assistance, and develops programs in such areas as political participation, redistricting, voter registration, and education.

The Council's education programs aim to connect community leaders with public schools that are willing to change for the purpose of greater success for students who are traditionally low achievers. Several projects target the middle grades. The Urban Middle Grades Partnership, which the Council co-directs with the Academy for Educational Development (see p.1), is a network of five school districts (**Buffalo NY, New Orleans LA, San Antonio TX, Tucson AZ, Wichita KS**). As the major participants in the Partnership, teachers at two middle schools in each district are piloting instructional reforms, and preparing for whole school change. Staff from the Council and Academy provide on-going technical assistance, organize annual gatherings for teams from the sites, and award staff development stipends to participating schools. With support from the Edna McConnell Clark Foundation (see p.23), the Partnership started in September 1991, and the sites were selected in January 1992.

Since 1990, the Council has organized annual gatherings of the grantees of the Program for Disadvantaged Youth of the Clark Foundation. In 1992, 260 people engaging in middle school reform participated. The meetings' unique focus has been teachers, their accomplishments and their role in middle school reform. As a part of these meetings, the Council has also administered a small grants competition for groups of teachers. The Council will organize such a meeting again in November 1993, and extend invitations to foundations others than Clark and their grantees involved in middle school reform.

The Council also works in various ways to connect successful "agents of change" with school and community leaders who seek to change the odds for poor children to succeed. The Council helps to sponsor the implementation of the Algebra Project (see p.3) in grades six through eight in five counties located in the **Mississippi and Arkansas Delta**. Beyond the middle grades focus, the Council and the Delta Area Association for Improvement of Schools co-organize a leadership training institute for principals in **Mississippi**. In 1993, the Council is beginning to offer Foxfire (see p.38) training to teachers in Mississippi.

THE SUMMERBRIDGE NATIONAL PROJECT
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San Francisco, CA 94115
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Contact: Clara Greisman, Associate Director

Started in 1978 at a private high school in San Francisco, Summerbridge prepares minority middle school students to enter college preparatory high schools, and develops interest in the teaching profession among minority college students. Selected sixth, seventh, and eighth graders participate in the two-year Summerbridge program during which they attend an intensive six-week summer session, and receive academic tutoring and counselling during the school year. Participants are selected based on a written application, teacher references, grades, test scores, and an interview. During the summer sessions, all participants take five academic classes and two extracurricular activities every day, with two to three hours of nightly homework.

The summer session is taught by college students who are also selected carefully. With help from experienced teachers, they are completely responsible for creating the classes they teach, writing the curriculum, and evaluating students. These young teachers serve as important role models, and motivate the students to do well in school.

As of 1992, 92 percent of Summerbridge participants have gone on to attend top academic high schools (private, public, or parochial), and 64 percent of the Summerbridge teachers have entered the field of education upon graduating from college. Summerbridge operates in 12 cities currently, including **San Francisco CA, New Orleans LA, New York NY, Louisville KY, Miami FL**, and Hong Kong. Many of these sites are directed by former Summerbridge teachers, and the Summerbridge National Project was launched in July 1992 to help develop these and other sites.

TEACH FOR AMERICA
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Contact: Wendy Kopp, President

Founded in October 1989, Teach For America (TFA) recruits recent graduates from top U.S. colleges to teach in urban and rural schools where there are teacher shortages. For 1992-93, TFA placed 500 to 600 recruits in elementary, middle, and high schools in **Baltimore MD, Houston TX, Los Angeles CA, New Orleans LA, New York NY, Oakland CA, and Washington DC**, and in rural areas in **Arkansas, Georgia, Louisiana, North Carolina, Tennessee, and Texas**. TFA has a 25-member staff at its national office in New York City, and there are 14 local offices around the country. TFA is an independent non-profit organization, and is supported by corporations and foundations.

TFA "corps members" make a two-year commitment to their teaching assignments. TFA visits over 150 colleges and universities every year to recruit interested graduates. Bilingual and minority teachers, and those qualified in math, science, or foreign languages are most in demand. Members selected through the application process undergo a six-week summer pre-service institute in Los Angeles. Each local office provides on-going support during the first school year, and the corps members return for a week-long training during the second summer.

TFA conducts its own evaluation toward the following outcomes: effective teaching by corps members; attitudinal changes toward the teaching profession among college students; and providing a viable alternative model for teacher recruitment, selection, development, and support.

TOTAL QUALITY MANAGEMENT

After World War II, W. Edwards Deming, an American physicist and statistician, introduced his 14 principles of Total Quality Management (TQM) to the Japanese to rejuvenate their crumbled economy. Deming asserted that industry can obtain the highest quality product or service through a business approach that emphasizes customer satisfaction, employee input, and data-based decision-making, rather than competition, merit pay, or hierarchical management structures. Today, educators are applying TQM principles to reform American schools. According to John Jay Bonstingl, a consultant to schools applying TQM ideas, there are four "pillars" of TQM as it applies to education: the school must focus on its customer (customer can be student, parents, or family); everyone in the school must be dedicated to continuous improvement, both personally and collectively; the school must be viewed as a system, and the work people do within the system must be seen as ongoing processes; and the success of TQM is the responsibility of top management or school leaders. As a tool of school organization and management, TQM applies to whole school districts across the grade levels.

Currently, TQM does not have a single "home." The following organizations use or promote TQM principles, and produce training and assistance to school districts, sponsor conferences, and provide materials:

American Association of School Administrators (see p.4)

Association for Supervision and Curriculum Development (see p.5)

The Center for Schools of Quality
P.O. Box 810, Columbia, MD 21044

The Maryland LEAD (Leadership in Educational Administration Development) Center
College of Education, University of Maryland, College Park, MD 20742
(301) 405-3595
Attn: Bruce McKay

WESTAT
1650 Research Boulevard, Rockville, MD 20850
(301) 294-2043
Attn: David Bayless

School systems that have experience with using TQM include those in **Sitka AK, Detroit MI**, and **Chicago IL**.

DEWITT WALLACE-READER'S DIGEST FUND
261 Madison Avenue — 24th Floor
New York, NY 10016
(212) 953-1201
Fax (212) 953-1279

Contact: Donna Dunlop, Program Officer

Founded in 1965 by DeWitt Wallace, the Fund is dedicated to increasing educational and future career opportunities for all youth. The Fund invests heavily in schools and other organizations that serve children and young people. With assets exceeding $1 billion, in 1990, the Fund committed approximately $25 million to projects related to elementary and secondary education.

At least ten programs currently supported by the Fund either influence or focus on middle school educators and/or students. The Fund commissioned the Center for Early Adolescence at the University of North Carolina at Chapel Hill (see p.12) to study the state of middle school teacher preparation. The resulting report, *Windows of Opportunity: Improving Middle Grades Teacher Preparation*, was published in 1992. For the College Board project, Equity 2000 (see p.25), the Fund is providing nearly $6 million over five years to support the guidance counselling and evaluation components. With this grant, over 350 guidance counsellors from 179 middle and high schools will be trained to advise students to pursue academic classes that will prepare them to enter and succeed in college. This work with counsellors will be also be evaluated. The Youth ALIVE! (Youth Achievement through Learning, Involvement, Volunteering, and Employment) project (see p.7) will receive $5.4 million between 1991 and 1995.

In addition, the National Center for Service Learning in Early Adolescence at the City University of New York (see p.55) was founded with a major grant from the Fund in March 1991, and continues to receive support for its programs and operations. Library Power is the Fund's major effort to revitalize public elementary school libraries, and started in **New York City** in 1988. Three years later, it expanded to four other sites of which two (**Tucson AZ** and **Providence RI**) are developing libraries in middle schools. Planning grants have been awarded to additional sites that may also adopt the program.

WAVE INC.
501 School Street, SW — Suite 600
Washington, DC 20024-2754
(202) 484-0103 or (800) 274-2005
Fax (202) 488-7595

Contact: Jan Shaffer, Project Director

Tailored to the needs of early adolescents, the WAVE In Middle Grades program aims at reducing student absenteeism, improving grades, enhancing self-esteem, and keeping low-achieving students in school. This in-school program is modeled after a dropout prevention program for high school students. The WAVE curriculum for the middle grades emphasizes study and social skills, prepares students for high school, and helps them set career goals. Students have opportunities to talk with executives from local companies, and high school teachers and counselors. A student-run leadership group organizes career exploration activities and community service projects. This group publishes a quarterly newspaper written by students and teachers called *The Rising Tide*.

Teachers interested in using WAVE participate in an initial three-day orientation to learn about the program's philosophy and curriculum. During the school year, a WAVE staff member assists teachers through site visits and telephone calls (via the toll-free number). The curriculum includes a teacher's guide. WAVE sponsors an annual professional development institute for teachers, and a conference for teachers, principals, and school administrators involved in the program. Both institutes feature workshops about the participants' experiences with WAVE.

Since 1992, nine middle schools have been using the WAVE In Middle Grades program. They are located in **Washington DC, Jacksonville FL, Cartersville GA, Buffalo NY, Lowell MA, Memphis TN,** and **New York City (Bronx)**.

WAVE (Work, Achievement, Values, and Education) was founded in 1969 in Wilmington, DE as a pilot program to motivate, educate, and employ high school dropouts. Formerly named 70001 Training and Employment Institute, its mission is to help young people develop the life-long assets of dignity, self-sufficiency, and achievement. Local businesses and the Job Training Partnership Act provide major funding.

AT&T FOUNDATION
1301 Avenue of the Americas — Room 3100
New York, NY 10019
(212) 841-4747
Fax (212) 841-4683
Contact: Anne Alexander, Vice President, Education Programs

The Foundation recently awarded a grant to the Public Broadcasting Service to develop a series of 30 videos to train middle school math teachers how to use new national standards that emphasize critical thinking and reasoning.

FOUNDATION FOR EXCELLENT SCHOOLS
RD4 Box 480
Middlebury, VT 05753
(802) 462-3170

The Foundation provides training and technical assistance for school improvement projects. Eleven schools in central **New York** State are developing student motivation and dropout prevention programs in partnership with local colleges and universities. Some of these programs involve middle grades students. The Foundation is also beginning an education improvement initiative in eight middle and high schools in **Bibb County GA**.

NATIONAL SCIENCE FOUNDATION
1800 G Street, NW
Washington, DC 20550
(202) 357-7557
Fax (202) 357-9813

The Foundation's Directorate for Education and Human Resources oversees the Division of Elementary, Secondary, and Information Education. This Division awards numerous grants to projects that target staff development and curriculum development (math, science, technology) for the middle grades.

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